

**AN ANALYSIS OF THE USE OF ADJECTIVE IN WRITING  
DESCRIPTIVE TEXT AT SEVENTH GRADE STUDENTS  
OF MTS AL-HIDAYAH MARGA AGUNG IN THE  
ACADEMIC YEAR OF 2018/2019**

**A Thesis**

**Submitted as a Partial Fulfilment of the Requirements for S1-Degree**

**By:**

**APRILIA IMANURI**

**NPM. 1511040013**



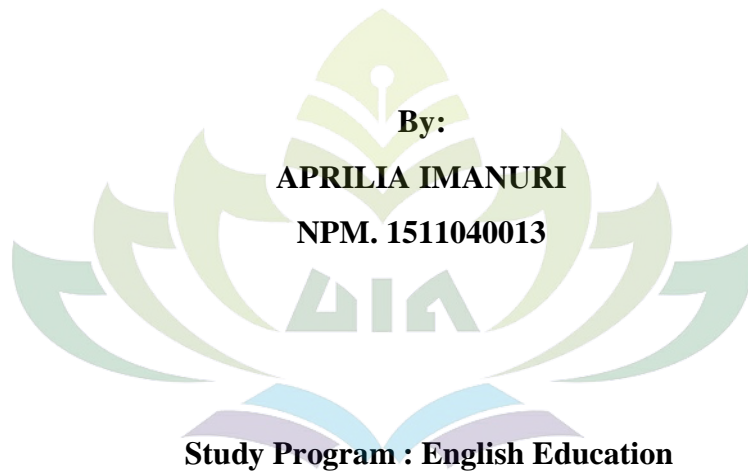
**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG**

**2019**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC UNIVERSITY OF  
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**2019**

## **ABSTRACT**

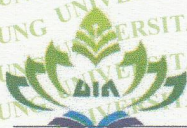
### **AN ANALYSIS OF THE USE OF ADJECTIVE IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE STUDENTS OF MTS AL-HIDAYAH MARGA AGUNG IN THE ACADEMIC YEAR OF 2018/2019**

By:  
Aprilia Imanuri

This research aims to analyze the use of adjective in writing descriptive text. The purpose of this research is to find out what are the types of adjective that are used in students' writing descriptive text based on the Dykes' theory and to find out how are the use of adjective by students in their writing descriptive text. This research used qualitative research in collecting and analyzing the data. The data gathered from the students then it was analyzed in order to draw a conclusion. The subject of the research was seventh grade. This research used documentation as tool to analyze the adjective. The students made descriptive text and the topic was about place, then the researcher took the data to analyze, percentage and classify the types of adjective based on Daykes' theory. Afterwards, the researcher analyze the use of adjective that are used by students. In conclusion, based on the result of the research, it was found the total of adjectives were 319 adjectives, there were 132 descriptive adjectives or 41.38%, 100 possessive adjectives or 31.35%, 70 numeral adjectives or 21.94%, 12 demonstrative adjectives or 3.76%, 3 distributive adjectives or 0.94% and 2 proper adjectives or 0.63%. Based on the data, the researcher reported the use of adjective in students' writing descriptive text based on the adjective functions and the rules of each types of adjective.

***Keywords: analysis, descriptive text, types of adjective.***





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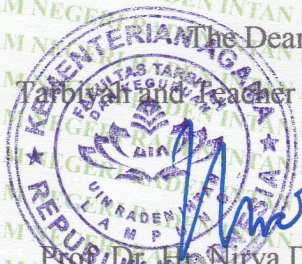
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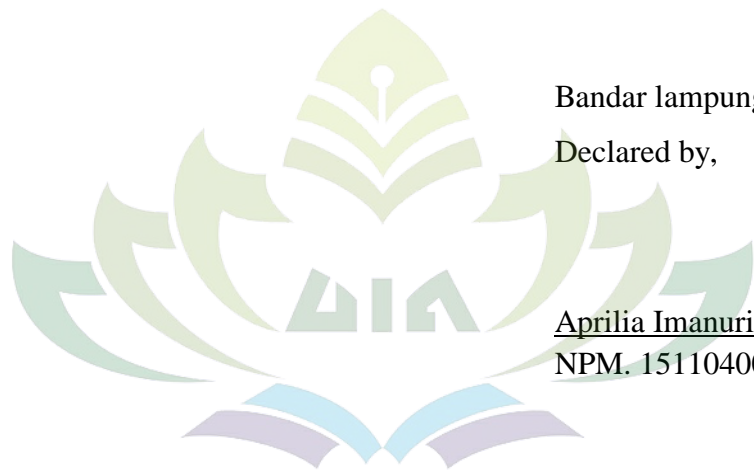
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## DECLARATION

I hereby declare this thesis entitled “An Analysis of the Use of Adjective in Writing Descriptive Text at Seventh Grade Students of MTs Al-Hidayah Marga Agung in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the next.



Bandar lampung, 2019

Declared by,

Aprilia Imanuri  
NPM. 1511040013

## MOTTO

ثُمَّ سَوَّاهُ وَنَفَخَ فِيهِ مِنْ رُوحِهِ ۖ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ ۚ قَلِيلًا مَّا

تَشْكُرُونَ ﴿٩﴾

But He fashioned him in due proportion and breathed into him of His spirit.  
And He gave you (the faculties of ) hearing and sight and understanding, little  
thanks do ye give!<sup>1</sup>(Q.S As-Sajdah: 9)



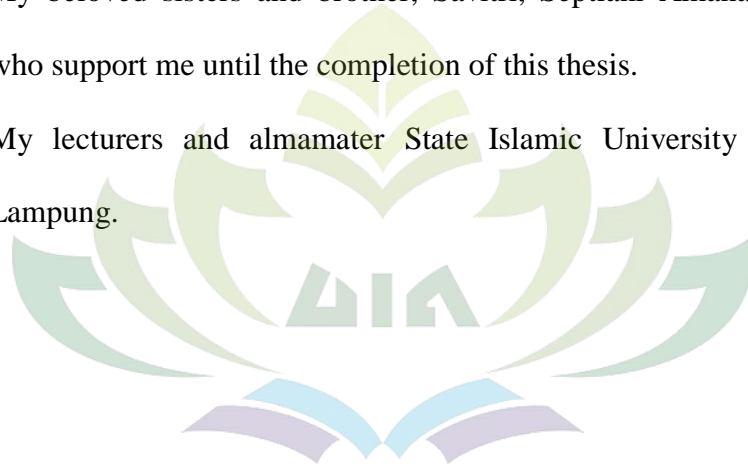
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<sup>1</sup> Agus Hidayatulloh, et. al, *Aljamil: Al-Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris* (Bekasi: Citra Bagus Segara, 2012), p. 415.

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicated this thesis to:

1. Allah Almighty who always keeps me everywhere and every time.
2. My beloved parents, Mr. Suyitno and Mrs. Painten who always love me and keep on praying for my life.
3. My beloved sisters and brother, Savitri, Septiani Amanah and Solikhin who support me until the completion of this thesis.
4. My lecturers and almamater State Islamic University of Raden Intan Lampung.





## **CURRICULUM VITAE**

The name of the researcher is Aprilia Imanuri, she was born on April 26<sup>th</sup> 1997, in Marga Agung, Jati Agung, South Lampung. She is the last child of four siblings. She has two sisters and one brother their name are Savitri, Solikhin and Septiani Amanah. She accomplished her formal education at kindergarten at TK Darma Wanita Marga Agung and finished in 2003. In the same year, she continued her school to SD N 1 Marga Agung and graduated in 2009. After that, she studied in MTs Al-Hidayah Marga Agung and finished in 2012. Afterward, she learnt in MAN 1 Bandar Lampung and graduated in 2015. She continued her study in UIN Raden Intan Lampung.



The Researcher

Aprilia Imanuri  
NPM. 1511040013

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First and foremost, all praise to Allah Almighty, the most merciful, the most beneficent for blessing me to finish this thesis. Peace and solutation may always be given to our prophet Muhammad peace be upon him. This thesis entitled “An Analysis of the Use of Adjective in Writing Descriptive Text at Seventh Grade Students of MTs Al-Hidayah Marga Agung in the Academic Year of 2018/2019” is presented to the English Education Study Program at Tarbiyah and Teacher Training Faculty of the State Islamic University of Raden Intan Lampung. The primary aim of writing thesis is to fulfill a partial fulfillment of the requirement to obtain S1-degree.

The researcher realized that this thesis would not finish without generous help, support, motivation, and praying of people surround me. Many people have contribution to finish this thesis. Therefore, the researcher would like to thank the following people for their time, guidance and ideas for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the dean of Tarbiyah and Teaching Training Faculty, the State Islamic University of Raden Intan Lampung.
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4. Nunun Indrasari, M.Pd as a best co advisor who spent her time to guide, help, motivate and explain friendly in finishing this thesis.
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Every student has different ability to understand writing in English learning. Writing has been with us for several thousand years and nowadays is more important than ever.<sup>1</sup> It is important because writing can help people to remember about something. A creative process to express ideas from mind toward other person by using media is called writing. People can use pen, pencil, or marker as media in writing. In Oxford Dictionary, writing is written work of an author,<sup>2</sup> while written language is simply the graphic representation of spoken language.<sup>3</sup> That is relation between spoken language and written language. We can write what we say or the other way. We can conclude that writing is important in our life to express our ideas and to perform the representation of spoken language by using media.

Between one writer and the other writers have different result. They write based on their purposes. People as the writers must know their good purposes. Depending the purpose will give benefit for the writer and the reader. The writer will be easy to develop the paragraph and the reader

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<sup>1</sup> Cynthia A. Broadman, Jia Frydenberg, *Writing to Communicate* (New York: Pearson Education Inc., 2008), p. Xv.

<sup>2</sup> Oxford University, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p. 516.

<sup>3</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (California: Longman, 2000), p. 335.

will understand what the writer means. In the holy Koran, Allah forbids the human to write something that has bad purposes. Especially human writes the doubt of content. That is all in chapter Al-Baqarah/2:79;

فَوَيْلٌ لِلَّذِينَ يَكْتُبُونَ الْكِتَابَ بِأَيْدِيهِمْ ثُمَّ يَقُولُونَ هَذَا مِنْ عِنْدِ اللَّهِ لِيَشْتَرُوا بِهِ ثَمَنًا قَلِيلًا ۖ فَوَيْلٌ لَهُمْ مِمَّا كَتَبَتْ أَيْدِيهِمْ وَوَيْلٌ لَهُمْ مِمَّا يَكْسِبُونَ ﴿٧٩﴾

Then woe to those who write the “scripture” with their own hands, and then say, "This is from Allah," in order to exchange it for a small price. Woe to them for what their hands have written and woe to them for what they earn.<sup>4</sup> (Q.S Al-Baqarah:79)

This verse tells us about people wrote the holy Koran by themselves because they were doubt with the content of the holy Koran. They wrote based on their thinking. They wrote it so that they will obtain advantages for themselves. It means that as the writers, we could not write based on the bad purpose. We should write with the clear purpose or good purpose.

The one of factor to determine the purpose of writing is based on the kinds of text. There are many kinds of text in English writing. The one of them is descriptive text. This text has purpose to describe something and give information about description. Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object

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<sup>4</sup> Agus Hidayatulloh, et. al, *Aljamil: Al-Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris* (Bekasi: Citra Bagus Segara, 2012), p. 12.



or something.<sup>5</sup> Before the students or the writers write the text, they should understand the grammar that is used in the text. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>6</sup> The students need to pay attention in applying the grammar when they will write a descriptive text, so that in arrangement of the words are fused.

Descriptive text uses simple present tense and it uses adjective to describe something. Adjectives typically denote properties of objects, persons, places, and others : properties relating to age (old, young), size (big, small), shape (round, flat, triangle, rectangle, cube), weight (heavy, light), colour (black, red, yellow, purple, orange, blue, grey, brown, pink, white), merit or quality (good, handsome, pretty, ugly, beautiful, bad, calm, perfect, cute, clever), and so on. The function of adjective to modifier noun.<sup>7</sup> They are important to write descriptive text well. The writer must pay attention to grammatical rules in writing descriptive text.

Based on the preliminary research conducted at MTs Al-Hidayah Marga Agung South Lampung, the researcher found that most of the students at the seventh grade obtained less score in descriptive text writing.

There are two classes of seventh grade. The A class has 25 students, while

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<sup>5</sup> Lailatul Husna, Zainil, Yenni Rozimela, "An Analysis of Students' Writing Skill in Descriptive Text at Grade X1 IPA 1 of MAN 2 Padang". *Journal English Language Teaching*, Vol. 1 No. 2 ( July 2013), p. 6.

<sup>6</sup> H. Douglas Brown, *Teaching by Principles* ....., p. 362.

<sup>7</sup> Rodney Huddleston, Geoffrey K. Pullum, *A Student's Introduction to English Grammar* (Cambridge: Cambridge University Press, 2005), p.112.

the B class has 24 students. As a whole, the total students in the seventh grade of MTs Al-Hidayah Marga Agung are 49 students.

Based on the table 21 in the sixth appendix, criteria of minimum mastery English learning at the seventh grade in MTs Al-Hidayah Marga Agung is 75.<sup>8</sup> It could be said that the total number of students were 31 students or 63.26% from 49 students in seventh grade who got the score under criteria of minimum mastery. In the other hand, only 18 students or 36.74% who obtained the score that achieved the criteria of minimum mastery. A class were 13 students from 25 students who obtained the score under criteria of minimum mastery, while students of B class were 18 students from 24 students who obtained the score under criteria of minimum mastery. It could be said that most of the students of B class got less score.

The students obtained less score because they did not quite understand about the use of adjective in writing to describe something. The students need to learn the use of adjective in details. However it will need more attention patiently. Moreover, They did not quite know the types of adjective that are used in writing descriptive text. The students only applied adjective using based on their understanding. They should pay attention to the rules of every type of adjective in writing descriptive text.

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<sup>8</sup> Nofriyanti, interview with the researcher, MTs Al-Hidayah Marga Agung, South Lampung, December 15<sup>th</sup> 2018.

It is important to learn adjective because adjective has relation with descriptive text. Adjective is one of language features in descriptive text. It will help us to build the description in writing descriptive text. Adjective is a word to qualify the thing, as we know in writing descriptive text, we must describe the thing specifically. Adjective will help us to describe it. There are many rules to apply adjective in writing sentence or text, especially descriptive text. They should know all of them. According to Daykes, he divides adjective into six types. There are descriptive adjective, proper adjective, distributive adjective, demonstrative adjective, numeral adjective, and possessive adjective.<sup>9</sup>

Descriptive adjective is a word to qualify things, people and idea, for example: A comfortable room. Proper adjective is a word that is used for terms of the nationality, for example: *She is my English teacher.* Demonstrative adjective is a word to show position of thing that is followed by noun or noun phrase. It uses *these, this, that, or those*, for example: *I like this flower.*<sup>10</sup> Distributive adjective is a word to modify noun by dividing or separating into different parts. It uses *each* or *every*, for example: *Every house has bedroom.*<sup>11</sup> Numeral adjective is a word to qualify noun based on the number, for example: *My house has four bedrooms* and possessive adjective is a word to accompany a noun and it

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<sup>9</sup> Barbara Dykes, *Grammar for Everyone*, (Victoria: Acer Press, 2007), p. 130.

<sup>10</sup> M. Solahudin, *Grammar Guide*, (Yogyakarta: Noktah, 2018), p. 119-120.

<sup>11</sup> S. Khamying, *Advanced English Grammar for High Learner*, (Bangkok: V.J. Printing, 2007), p. 174, it is Cited By Jutharat Jitpranee, "A Study of Adjective Types and Functions in Popular Science Articles". *International Journal of Linguistics*, Vol. 9 No. 2 (April 2017), p. 61.



indicates possession, for example: *Your modern house*.<sup>12</sup> In conclusion, we can conclude that every type of adjective has different function in order.

Some previous researches relate to this topic of research. The first previous research was written by Fitri entitled: *An Analysis of the Students' Skill in Writing Descriptive Text*. This previous research has similar phenomena. It was descriptive text, but the previous research only focused on the students' skill in writing descriptive text, while in this research focused on the use of adjective in writing descriptive text. It was more specific.

To measure students' skill, the previous researcher was helped by three raters where the result of the analysis showed that in the content of writing, students' average score was 53.72 and it can be classified into the poor level. In the organization of writing, students' average score was 50.47 and it can be classified into the poor level. In the grammar of writing, students' average score was 53.31 and it can be classified into the poor level. In the vocabulary, students' average score was 52.87 and it can be classified into the poor level. In the mechanics, students' average score was 52.72 and it can be classified into the poor level. Based on those results, the researcher found that the students' average score in writing descriptive text was 51.87 and it means their writing skill in descriptive text can be categorized in the poor level.<sup>13</sup> In the previous finding research, the previous researcher determined it based on the component of

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<sup>12</sup> Barbara Dykes, *Grammar For ....*, p. 128-129.

<sup>13</sup> Isrina Fitri, "An Analysis of the Students' Skill in Writing Descriptive Text". (Thesis for S1 Degree of English Study Program, University Pasir Pengaraian 2017), p. 1.

writing descriptive text but in this research, the researcher observed the research based on the use of types of adjective.

The second previous research was written by Yolanda entitled: The Correlation between Students' Ability in Using Adjective and Their Ability in Writing Descriptive Text . This second previous research focused on the correlation between adjective and descriptive text. Therefore, the previous research used correlation research. It includes quantitative research, while this research used qualitative research. This research analyzed the use of adjective in writing descriptive text students.

In addition, this is the result of the second previous research, Pearson's Product Moment correlation showed that the result was 0.8, then it was consulted to  $r_{critical}$ . The result of  $r_{critical}$  with significant level 0.05 was 0.325. due to  $r_{observed}$  is higher than  $r_{critical}$  ( $0.8 > 0.325$ ), the conclusion of the research is that there is correlation between students' ability in adjective and ability in writing descriptive text.<sup>14</sup>

Based on the two previous researches, the researcher concludes that there are differences between two previous researches and this research. The first previous research focused on component of writing and the second previous research focused on correlation between adjective and descriptive text. It used correlation research. It includes quantitative research, while in this research used qualitative research. This research focused on the use adjective in writing descriptive text student.

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<sup>14</sup> Sevia Yolanda, "The Correlation between Students' Ability in Using Adjective and Their Ability in Writing Descriptive Text". (Thesis for S1 Degree of English Study Program, The State Institute of Islamic Studies Raden Intan Lampung, 2017), p. ii.

It is important to know what are the types of adjective that are used by students in their writing descriptive text, because every type has different rules in applying. Based on the preliminary research above, the researcher conducted the research entitled: “An Analysis of the Use of Adjective in Writing Descriptive Text at Seventh Grade Students of MTs Al-Hidayah Marga Agung in the Academic Year of 2018/2019”.

### **B. Identification of the Problem**

Based on the background of the problem above, the researcher identified several problems:

1. Students did not quite know about the types of adjective used in writing descriptive text.
2. Students did not quite understand about the use of adjective in writing descriptive text.

### **C. Limitation of the Research**

Based on the background of the problem, the researcher limited the problems in this research by focusing only on the use of adjective in writing descriptive text at seventh grade students of MTs Al-Hidayah Marga Agung in the academic year of 2018/2019.



#### **D. Formulation of the Problem**

Based on the identification and the limitation of the problem above, the researcher formulated the problem as follows:

1. What are the types of adjective used by students in writing descriptive text?
2. How is the use of adjective in students' writing descriptive text?

#### **E. Purpose of the Research**

The purposes of research were as follow:

1. To know the types of adjective that are used by students in using writing descriptive text
2. To know the use of adjective in students' writing descriptive text.

#### **F. Use of the Research**

The uses of the research were as follow:

1. Theoretically

This study is expected to give a real portrait about the types of adjective that are used by Indonesian students in writing descriptive text.

2. Practically

- a. For the students: this research is expected to give much information about the types of adjective that are used by students in writing

descriptive text, so in the future the students will be more understand the rules of types of adjective in writing descriptive text.

- b. For the teacher: English teacher will know what are the types of adjective used by the students and what are not used by students. Moreover, English teacher will know how the use of adjective in students' writing descriptive text.
- c. For the other researcher: this research will give much information to the other researcher that the students have problem in using adjective in writing descriptive text, so the other researcher can observe more about this phenomenon.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research was the students at seventh grade of MTs Al-Hidayah Marga Agung.

### **2. Object of the Research**

Based on the identification, the researcher only focused on an analysis of the use of adjective in writing descriptive text students at seventh grade of MTs Al-Hidayah Marga Agung.

### **3. Place of the Research**

The researcher conducted the research in MTs Al-Hidayah Marga Agung, Jati Agung, South Lampung.

#### 4. Time of the Research

The researcher conducted the research at the second semester of the academic year of 2018/2019.





## CHAPTER II

### REVIEW OF LITERATURE

#### A. Writing

##### 1. Concept of Writing

Writing is one of the language skills which is important in our life. Through writing, we can inform to other to entertain, to tell what we feel, and to communicate with other people. Florian Coulmas says at least six meanings of 'writing' can be distinguished: (1) a system of recording language by means of visible; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation.<sup>1</sup>

According to Brown, written language is simply the graphic representation of spoken language and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.<sup>2</sup> The traditional view in language classes that writing functions primarily to support and reinforce patterns of oral language use, vocabulary and grammar is being changed by the notion that writing in a second language is a benefit of enterprise in and of itself.<sup>3</sup> Oral

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<sup>1</sup> Florian Coulmas, *Writing System An Introduction to Their Linguistic Analysis* (Cambridge: Cambridge University Press, 2003), p. 1.

<sup>2</sup> H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy Second Edition* (California: Longman, 2000), p. 335.

<sup>3</sup> Sara Cushing Weigle, *Assesing Writing* (Cambridge: Cambridge University Press, 2002), p. 1.

communication can be done in written communication, such as: by letter, chatting via mobile phone, via internet and others. It is why writing can support oral language.

In conclusion, the researcher concludes that writing is the activity to make something that will be read. Every writing has different function. It is based on the view of writer. It can be to entertain, to inform, to communicate, to argue and others. One of the important thing in writing is the writers should make their writing understandable by the readers.

## 2. Writing Ability

### a. Definition of Writing Ability

The definition of writing ability can be formed depending on the teachers' own experience as teachers. It can be also defined according to their ideology on writing. Ideology means teacher's philosophy on the nature of writing.<sup>4</sup> According to Siahaan, writing ability is the skill to express the ideas and imaginations in writing clearly and it can be understood by the reader.<sup>5</sup> The ability to write effectively is becoming increasingly important in our global community and instruction in writing is thus assuming an increasing role in both second language and foreign language education.<sup>6</sup> The ability to write is important skill for education, bussiness, and others.

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<sup>4</sup> Jyi-Yeon Yi, "Defining Writing Ability for Classroom Assesement in High Schools", *Journal of Pan-Pacific Association of Applied Linguistics*, Vol. 13 No. 1, (May 2009), p. 54.

<sup>5</sup> Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p. 2.

<sup>6</sup> Sara Cushing Weigle, *Assesing ....*, p. 1.

As media to communicate between each other. Based on their explanation, the researcher concludes that writing ability is competence to write something based on the ideas of writing understandably.

### **b. Component of Writing**

Before the students know about types of writing, students need to be clear in learning about the components of writing.<sup>7</sup> According to Brown, the criteria to evaluate writing, there are six components:<sup>8</sup>

- 1) Content: it relates to thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinion, use of description, cause/effect, comparison/contrast and consistent focus.
- 2) Vocabulary: all the words that a person knows or uses in language.<sup>9</sup> It should be suitable with the content of the text.
- 3) Syntax: it relates to sentence. How to edit text for appropriate grammar. In Radford's theory, syntax is the study of the way in which phrases and sentences are structured out of words.<sup>10</sup>

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<sup>7</sup> Stephen Bailey, *Academic Writing, A Practical Guide for Students* (New York and London: Routledgefalmer, 2004), p. 3.

<sup>8</sup> H. Douglas Brown, *Teaching by Principles .....*, p. 357.

<sup>9</sup> Oxford University, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p. 495.

<sup>10</sup> Andrew Radford, *English Syntax An Introduction*, (Cambridge: Cambridge University Press, 2004), p. 1.

- 4) Mechanic: the use graphic of language such as, spelling, punctuation, capitalization and others, the use of citation of references (if applicable) and it relates to neatness in appearance.
- 5) Organization: it includes effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.
- 6) Discourse: it relates to topic sentence, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy and variation.<sup>11</sup>

It will be concluded that the six components of writing are content, vocabulary, syntax, mechanic, organization and discourse. They are important to develop a paragraph in writing. They have relation each other.

### 3. Purposes of Writing

Grenville summarizes the purposes of writing, there are three purposes of writing:

#### a. Writing to entertain

Think what it is like to be a reader. How to entertain the reader (emotionally) by something very serious, sad, or something funny. An exciting plot can involve emotions, too, by creating feelings of suspense. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing'. Examples of imaginative

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<sup>11</sup> H. Douglas Brown, *Teaching by Principles* ....., p. 357.

writing are poems, stories, song lyrics, novels, and others. Sometimes imaginative writing disguises itself as a ‘true story’ for added effect.<sup>12</sup>

#### **b. Writing to inform**

These writing can also be ‘entertaining’ in the sense that they are a good reading. But entertaining the reader is not their main purpose. That is just a bonus. This writing to give information to the reader. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, description writing and essays for school and university.<sup>13</sup>

#### **c. Writing to persuade**

This includes advertisements, some newspaper and magazine articles, and some types of essay. This writing might include opinion or argument but as part of a logical case backed up with evidence, rather than just as an expression of feelings. The imaginative writing occasionally disguises true story, but if we are writing to inform or persuade, you should not make things up.<sup>14</sup>

It will be summarized that the purposes of writing commonly depends on the writer. She or he can choose the purpose of writing based on her or his ideas, but according to Grenville, there are three

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<sup>12</sup> Kate Grenville, *Writing from Start to Finish A Six-Step Guide* (Sydney: Allen&Unwin, 2001), p. 1.

<sup>13</sup> *Ibid.*, p. 2.

<sup>14</sup> *Ibid.*



purposes of writing in language, writing to persuade, to inform and to entertain.

#### 4. Kinds of Writing

The various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of writing. The most common is writing that informs, which, depending on what it is about, is called exposition, description, or narration.<sup>15</sup>

- a. *Exposition* explains how things work. It informs to the reader about subject that relates towards life, But whatever its subject, exposition states what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, positive/negative, general/particular, statement/refutation. Its movement is signaled by connectives like *therefore, however, and so, besides, but, not only, more important, in fact, for example*.<sup>16</sup>
- b. *Description* deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern.
- c. *Narration* is a series of related events a story. Its problem is increasing, to arrange the events in a sequence of time and to reveal their significance.
- d. *Persuasion* tries to alter how readers think or believe. It is usually about controversial topics and often asks to reason in the form of *argument*,

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<sup>15</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkley Books, 2000), p. 6.

<sup>16</sup> *Ibid.*

offering facts or logical proof. Another form of persuasion is *satire*, which ridicules folly or crime, sometimes subtly, sometimes crudely. Finally, persuasion may be in the form of *eloquence*, interest to ideals and noble sentiments.<sup>17</sup>

- e. Writing that is primarily *entertaining* includes fiction, personal essays, sketches. Such prose will get less attention here. It is certainly important, but it is more remote from everyday needs than exposition or persuasion.<sup>18</sup>

On the whole, we can conclude that there are many kinds of writing. As the writers, we should know what kind of writing that will be written by us. Every kind of writing has different function in specific. Based on the Kane's theory, there are five kinds of text. Exposition to explain something, narrative to tell a story, description to describe the object, persuasion to interest the readers and entertaining to entertain the reader.

## 5. Process of Writing

People set about the writing process in many different ways. They require all kinds of different situation in which to feel 'comfortable' when writing.<sup>19</sup> According to Grenville, there are six stages of process of

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<sup>17</sup> *Ibid.*, p. 7.

<sup>18</sup> *Ibid.*

<sup>19</sup> Liz Hamp-Lyons, Ben Heasley, *Study Writing, A Course in Writing Skills for Academic Purposes* (2nd ed) (Cambridge: Cambridge University Press, 2006), p. 15.

writing, there are getting ideas, choosing ideas, outlining, drafting, revising, and editing:<sup>20</sup>

- a. Getting ideas: it is not usually a matter of having one giant brainstorm. More often, it is a matter of gradually accumulating a little idea here, another little idea there. Eventually they all add up.<sup>21</sup>
- b. Choosing ideas: this step is about having a look at all the ideas we have got and assessing them. This is where we start to discriminate between the ideas we definitely cannot use, and ones that have some potential. To do that, we need to remind ourselves what our writing job is trying to do.<sup>22</sup>
- c. Outlining: working plan for a piece of writing. It is a list of all the ideas that are going to be in the piece in the order they should go.<sup>23</sup>
- d. Drafting: doing a first draft from beginning to end, without going back. It means that this first draft can be as rough and 'wrong' as you like. It can also be (within reason) any length.<sup>24</sup>
- e. Revising: cutting, adding or moving parts of this draft where necessary. It is about fixing the bigger, structural problems and, if necessary, 're-seeing' the whole shape of the piece. What this boils down to is finding places where you need to cut something out, places where you

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<sup>20</sup> Kate Grenville, *Writing from Start to Finish* ....., p.vii.

<sup>21</sup> *Ibid.* p. 11.

<sup>22</sup> *Ibid.* p. 49.

<sup>23</sup> *Ibid.* p. 69.

<sup>24</sup> *Ibid.* p. 105.

should add something, and places where you need to move or rearrange something.<sup>25</sup>

- f. Editing: proof reading for grammar, spelling and paragraphs. It means making piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way. It also means bringing piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing.<sup>26</sup>

Based on the explanation above, we can conclude that there are six steps of writing. From getting ideas to editing. Every step needs to be paid attention, because if one step is lost, it will give effect to the next step. It should be careful in developing writing.

## **B. Concept of Descriptive Text**

### **1. Definition of Descriptive Text**

According to Siahaan and Shinoda, description of writing is a written English text in which the writer describes an object. It can be a person, a fruit, an animal, a house, a tree, a flower or it can be any topic. The function of this text is to describe a particular person, place or thing.<sup>27</sup> Hence, this text focuses on the characteristic features of a

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<sup>25</sup> *Ibid.* p. 137.

<sup>26</sup> *Ibid.* p. 167.

<sup>27</sup> Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 89.

particular thing.<sup>28</sup> A kind of writing that consists of description, characteristics, definition of something, object or person is called by descriptive writing.<sup>29</sup> In addition, a descriptive text is a text that describes the features of someone, something, or a certain place.<sup>30</sup> The descriptive text is usually in simple present tense. It uses adjective to describe something in its characteristic.

Based on the explanation above we can summarize that descriptive text is a text to describe something in details so that the reader can imagine it and the writer describes the object in fact. Such as history place in Indonesia, animal, fruits, someone and others, they will be described specifically.

## 2. Generic Structure of Descriptive Text

According to Siahaan and Shinoda, there are two components of descriptive text:

- a. Identification: it is to identify the object to be described. In generally, identification deals in the beginning paragraph.<sup>31</sup>

Example: *Mr. Syahrul is a rich man. He has a big house.*<sup>32</sup>

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<sup>28</sup> The Disadvantaged Schools Component, Department of School Education and Training, *English K-6 Modules*, (Sydney: Board of Studies NSW, 2001), p. 259.

<sup>29</sup> Lailatul Husna, Zainil, Yenni Rozimela, "An Analysis of Students' Writing Skill in Descriptive Text". *Journal English Language Teaching*, Vol. 1 No. 2 ( July 2013), p. 2.

<sup>30</sup> Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma, *English in Focus*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p. 115.

<sup>31</sup> Sanggam Siahaan, Kisno Shinoda, *Generic Text ....*, p. 89.

<sup>32</sup> Tim Pidjar, *Bahasa Inggris* (Kartasura: Media Karya Putra), p. 28.



- b. Description: It is the part of the paragraph that describes the parts, qualities, and characteristics of parts of object.<sup>33</sup> This generic structure describes the object in details and more specific than identification. Example : *Mr. Syahrul's house consists of some rooms. They are a living room, a dinning room, four bedrooms, a bathroom, a kitchen, two toilet and a garage.*<sup>34</sup>

On the whole, we can state that the generic structure of descriptive text has two components. They are identification and description. identification deals introduction of object, while description describes the object in details.

### 3. Language Features

Common grammatical patterns of a description include:

- a. Use of particular nouns, for example: *my father, your house, our teacher, the book store, the post office;*
- b. Use of detailed noun groups to provide information about the subject, for example: *My young sister has a new cute pink doll with a small white long tail in back.*
- c. Use of a variety of types of adjectives,<sup>35</sup> for example: *demonstrative adjective, descriptive adjective, proper adjective, numeral adjective, and possessive adjective.*<sup>36</sup>

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<sup>33</sup> Sanggam Siahaan, Kisno Shinoda, *Generic Text* ....., p. 89.

<sup>34</sup> Tim Pidjar, *Bahasa Inggris* ....., p. 28.

<sup>35</sup> The Disadvantaged Schools Component, Department of School Education and Training, *English K-6* ....., p. 259.

- d. Use of relating verbs to provide information about the subject,<sup>37</sup> for example: *My classroom is very clean.*
- e. Use of thinking and feeling verbs to express the writer's personal view about the subject, for example: *My friend, Amanda likes chocolate ice-cream;*
- f. Use of action verbs to describe the subject's behaviour, for example: *Your new puppy nips at your heels and wrestles with your slippers;* it uses simple present tense. Descriptive text uses simple present tense because to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily activities or something that often happens. It also uses to describe something in a fact;<sup>38</sup>
- g. Use of adverbials to provide more information about this behaviour, for example: *Your cute cat always nips playfully at your heels;*
- h. The use of synonym and antonym, example for synonym; *lovely, beautiful*, example for antonym; *She could be lovable but so infuriating.*<sup>39</sup>

In conclusion, we can conclude that language features in writing descriptive text has many rules. The grammatical rules

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<sup>36</sup> Barbara Dykes, *Grammar for Everyone*, (Victoria: Acer Press, 2007), p. 130.

<sup>37</sup> The Disadvantaged Schools Component, Department of School Education and Training, *English K-6* ....., p. 259.

<sup>38</sup> Tri Indaryati, *English Alive*, (Bogor: Yudhistira, 2011), p. 73.

<sup>39</sup> The Disadvantaged Schools Component, Department of School Education and Training, *English K-6* ....., p. 259.

should be paid attention. Especially, when using of simple present tense and the use of types of adjectives. When using of simple present tense as the writer must use present participle in verb. Because it is about fact or opinion or daily activities. When we use types of adjectives in writing descriptive text must pay attention on vocabularies and the function of adjective that will be used.

#### 4. Example of Descriptive Text

**Table 1**  
**Example of Descriptive Text**

<b>Title</b>	<b>Mr. Syahrul's House</b>
<b>Identification</b>	Mr. Syahrul is a rich man. He has a big and modern house in this city. His house is on Jalan Sumatera.
<b>Description</b>	<p>Mr. Syahrul's house is very beautiful, clean, and comfortable. There is a garden in front of it. In the garden, there are many plants and colourful flowers. Mr. Syahrul's house consists of some rooms. They are living room, a dinning room, four bedrooms, a kitchen, two toilets, and a garage.</p> <p>There are a lot of equipments in each of the rooms. In the living room, we can see a carpet, a sofa, a picture, a clock, a television, a bookcase, and a fan. In the bathroom, there are bathub, towel, shower, some toothbrushes, toothpastes, and a small mirror. There are still many other things in the other rooms.<sup>40</sup></p>

Based on the example of descriptive text above, the researcher analyzed the types and the use of adjective that applied in the text based on the Dykes's theory and the theory of Huddleston and Pullum. the researcher found sixteen adjectives in the descriptive text. There were:

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<sup>40</sup> Tim Pidjar, *Bahasa Inggris .....*, p. 28.

- a. Eight descriptive adjectives: *rich, big, modern, beautiful, clean, comfortable, colorful, and small*. All adjectives were positive adjective.
- b. One distributive adjective: *each*
- c. One possessive adjective: *his*
- d. Six numeral adjectives, in this types of adjective the researcher found two types of numeral adjective, there were:
  - 1) Cardinal adjective: *two*, and *four*
  - 2) Indefinite adjective: *many, a lot of, some, and many*

The descriptive text in the table 1 did not use proper adjective and demonstrative adjective, the text applied the adjectives by using attributive adjective function and predicative adjective function. For example in using attributive adjective function, *a rich man* and example in using predicative adjective function *Mr. Syahrul's house is very beautiful, clean, and comfortable.*

## C. Grammar

### 1. Concept of Grammar

#### a. Definition of Grammar

Grammar deals with the abstract system of rules in terms of which a person's mastery of his native language can be explained.<sup>41</sup> Moreover, grammar also deals with the form of sentences and smaller

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<sup>41</sup> Barbara Dykes, *Grammar for ....*, p. 5.

units: clauses, phrases and words.<sup>42</sup> According to Williams, grammar is an important area in linguistics, which includes not only grammar (often referred to as syntax) but also several other features of language, such as meaning or semantics, sound or phonology, dialect, pragmatics, and language acquisition.<sup>43</sup>

To conclude, we can state that grammar is very important in written language and spoken language. By grammar, language that will be used more systematically, because grammar has many rules in applying. Grammar relates to sentences formed, meaning, phonology, and others. It is used to arrange them inherently. Hence, the students must focus on attention in applying grammar.

## **b. Tenses**

Dykes states that tense is indicated whenever we use a finite verb.<sup>44</sup> While Payne says that tense is the grammatical expression of relative time.<sup>45</sup> According to Manser, in order to express difference in time, verbs have present, future, and past tenses. The present and past tenses are frequently expressed through changes in the form of the main verb, but other tenses tend to rely on the use of auxiliary verbs.<sup>46</sup> From

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<sup>42</sup> Rodney Huddleston, Geoffrey K. Pullum, *A Student's Introduction to English Grammar* (Cambridge: Cambridge University Press, 2005), p.1.

<sup>43</sup> James D. Williams, *The Teacher's Grammar Book*, (New Jersey: Tylor and Francis E-Library, 2008), p. 2.

<sup>44</sup> Barbara Dykes, *Grammar for ....*, p. 44.

<sup>45</sup> Thomas E. Payne, *Understanding English Grammar* (Cambridge: Cambridge University Press, 2011) p. 280.

<sup>46</sup> Martin H. Manser, *Guide to Good Writing*, (New York: Facts on File Inc., 2006), p. 126.



the statement above we can conclude, tense is indicated time. It will give influence to the verb. The one factor of verb changing is based on form of tense.

Based on the explanation above, there are three tenses. One of them is present tense. It is used to describe either events that are currently taking place or states or conditions that exist in a context in which time is irrelevant.<sup>47</sup> It is generally formed by taking the infinitive verb stem and making minor changes specifically to the ending of the third person singular to designate their person (*he argues, she speaks*). The major exception to this rule is the verb to be (*I am, you are, he/she/it is, we are, they are*). It called by simple present tense. It uses to express regular or habitual event, fact, and job.<sup>48</sup>

In descriptive text uses simple present tense because it will describe the thing in fact. The simple present says that something was true in the past, is true in the present and will be true in the future. It expresses the statement of fact and timeless truths. For example: *Water consists of hydrogen and oxygen.*

The simple present tense is used to express habitual or everyday activities. For example: *He always eats a sandwich for lunch. I get up at seven ever morning.*<sup>49</sup> Based on the whole explanation we can conclude that in writing descriptive text we must pay attention in

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<sup>47</sup> *Ibid.*, p. 127.

<sup>48</sup> Tony Penston, *A Concise Grammar for English Language Teacher* (Ireland: TP Publication, 2005), p.16.

<sup>49</sup> Betty Schramper Azar, *Understanding and Using English Grammar* (3rd Ed) (New York: Pearson Education Inc., 2002), p. 13.

applying grammar. The one of the rules is using tenses. Descriptive text uses simple present tense to describe something in fact.

### c. Parts of Speech

The parts of speech are arranged in alphabetical order for easy reference.<sup>50</sup> According to Dykes, there are some parts of speech based on its function:

1) Noun: the word 'noun' comes from Latin *nomen* meaning 'name'.

A noun is the name of a thing. Everything that exists has a name, whether you can see it or not. A blind person cannot see something, but that does not mean that it is not there. It may only exist in our minds, like hope, beauty or calories.<sup>51</sup>

2) Pronoun: the word that we use in place of noun. We use pronoun to make clear what we are talking about, while avoiding confusing or clumsy repetition.<sup>52</sup> For example: *Tono goes to school. He walks alone.* A singular pronoun is used to refer to a singular noun as *I read a book. It was good.* Whereas a plural pronoun is used to refer to a plural noun as *I read some book. They were good.*<sup>53</sup>

3) Verb: the word 'verb' comes from latin *verbum* meaning 'word'.

Verb is doing, being word.<sup>54</sup> It is as predicator in arranging a

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<sup>50</sup> Laurie Rozakis, *English Grammar for the Utterly Confused* (New York: The McGraw-Hill Companies, 2003), p. 3.

<sup>51</sup> Barbara Dykes, *Grammar for ....*, p. 22.

<sup>52</sup> *Ibid.*, p. 35.

<sup>53</sup> Betty Schramper Azar, *Understanding and Using ....*, p. 132.

<sup>54</sup> Barbara Dykes, *Grammar for ....*, p. 41.

sentence.<sup>55</sup> To determine the verb, writer should know the tense of the sentence. Tense is time. There are three tenses: past tense, present tense and future tense, such as:

b) Past tense: *I laughed*

c) Present tense: *I laugh*

d) Future tense: *I will laugh*<sup>56</sup>

4) Adjective: the word 'adjective' is from latin *ad jacere* meaning 'throw to' or 'add'. In the grammar, it means to add the characteristics of something. Adjectives add the characteristics of something.<sup>57</sup> For example: *you are beautiful, my new pen, your big doll*. According to Dykes, adjective has six types. They are *demonstrative adjective, descriptive adjective, proper adjective, distributive adjective, possessive adjective and numeral adjective*.<sup>58</sup>

Example for each type of adjective:

a) Descriptive adjective, it divides into three parts:

(1) Positive adjective: *You have a new bag.*

(2) Comparative adjective: *Your bag is newer than mine.*

(3) Superlative adjective: *Your bag is newest in our class.*

b) Proper adjective: *English teacher goes to our classroom.*

c) Distributive adjective: *Every student should obey the rules of school.*

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<sup>55</sup> Tri Indaryati, *English ....*, p. 160.

<sup>56</sup> Barbara Dykes, *Grammar for ....*, p. 44.

<sup>57</sup> *Ibid.*, p. 53.

<sup>58</sup> *Ibid.*, p. 130.

- d) Demonstrative adjective: *This bag is mine.*
- e) Numeral adjective, it divides into three parts:
- (1) Cardinal: *Ten green bottles*
  - (2) Ordinal: *The second day*
  - (3) Indefinite: *Many ships sailed.*
- f) Possessive adjective: *The dog licked its paw.*<sup>59</sup>
- 5) Adverb: it is a word giving us information about how, where, when or to what degree something is done.<sup>60</sup> Dykes states that adverbs add to the meaning of a verb and those that add to the meaning of other part of speech.<sup>61</sup> There are three types of adverb:
- a) Adverb of manner ('how' adverb): This explains us the way in which the action of the verb does or does not happen, such as: *cheerfully, quickly, well.*
  - b) Adverb of place ('where' adverb): This explains us where the action of the verb does or does not happen, such as: *from there, in the store, here.*
  - c) Adverb of time ('when' adverb): This tells us when the action of the verb does or does not occur, such as: *Saturday, today, tomorrow.*<sup>62</sup>
- 6) Preposition: just as the word denotes, a preposition normally precedes a noun or pronoun. It shows a relationship to something,

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<sup>59</sup> *Ibid.*, p. 128-129.

<sup>60</sup> Tony Penston, *A Concise Grammar for ....*, p. 51.

<sup>61</sup> Barbara Dykes, *Grammar for ....*, p. 62.

<sup>62</sup> *Ibid.*, p. 63.

mainly according to place (for example, *on the table*) or time (for example, *at 2.00 pm*) and less obviously to a notion, something abstract (for example, *beyond belief*).<sup>63</sup>

7) Conjunction: it joins two or more parts of speech of a similar kind or two or more parts of a sentence. There are two kinds of conjunction:

a) Coordinating conjunction: it is used to join two or more different things, such as: *and*, *but*, and *or*.

b) Subordinating conjunction: this joins two parts of a sentence, such as: *because*, *however*, and *although*.<sup>64</sup>

8) Interjection: it is an exclamation of one or two words that stands alone and is usually a response to surprise, shock or disgust, such as: *goodness!*<sup>65</sup>

In conclusion, we can conclude that according to Dykes, there are eight parts of speech. They have different functions but they have relations each other. All of them are very important to build up the sentence. If the writer understands the parts of speech, it will make easier in writing sentence and text.

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<sup>63</sup> *Ibid.*, p. 71.

<sup>64</sup> *Ibid.*, p. 73.

<sup>65</sup> *Ibid.*, p. 75.



## 2. Concept of Adjective

### a. Definition of Adjective

In grammatical sense, adjective means to add the characteristics of something.<sup>66</sup> According to Penston, adjective is word to modify noun.<sup>67</sup> In addition, Solahudin states that adjective does not only modify noun but it modifies pronoun too. In English dictionary, adjective uses 'adj' to code adjective in concise word.<sup>68</sup> In conclusion, we can summarize that adjective is the one of parts of speech. It modifies noun or pronoun specifically. It will give the specific characteristic in noun or pronoun. It will make clear the noun or pronoun that will be described.

### b. The Functions of Adjective

Adjective has two functions. According to Huddleston and Pullum, they are attributive and predicative adjectives. Attributive adjectives function as internal pre-head modifier to a following noun. Predicative adjectives function mainly as predicative complement in clause structure.<sup>69</sup> In addition, the attributive adjective function as pre-modify a noun, appearing between the determiner, including zero

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<sup>66</sup> *Ibid.*, p. 53.

<sup>67</sup> Tony Penston, *A Concise Grammar for ....*, p. 49.

<sup>68</sup> M. Solahudin, *Grammar Guide*, (Yogyakarta: Noktah, 2018), p. 111.

<sup>69</sup> Rodney Huddleston, Geoffrey K. Pullum, *A Student's Introduction ....*, p. 112.

article and the head of a noun phrase while predicative adjective function as subject complement or object complement.<sup>70</sup> For example:

- 1) Attributive adjective function: *an old table, a pink book, a beautiful house*
- 2) Predicative adjective function: *the table is old, the book is pink, the house is beautiful*

### c. Types of Adjective

According to Rozakis, there are five kinds of adjective: common adjective, proper adjective, compound adjective, article, and indefinite adjective.<sup>71</sup>

- 1) Common adjective describes noun or pronoun. For example: *green plant, beautiful girl*
- 2) Proper adjective is formed from proper noun. For example: *California vegetables, Mexican food*
- 3) Compound adjective is made up of more than one word. For example: *teen-age person*
- 4) Article is a special type of adjective. There are three articles: *a, an, the*. *The* is called a “definite article” because it refers to a specific thing. *A* and *an* are called “indefinite article” because

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<sup>70</sup> R. Quirk, et. al, *A Comprehensive Grammar of the English Language*. (New York: Longman, 1985), p. 402, it is Cited By Jutharat Jitpranee, “A Study of Adjective Types and Functions in Popular Science Articles”. *International Journal of Linguistics*, Vol. 9 No. 2 (April 2017), p. 59.

<sup>71</sup> Laurie Rozakis, *English Grammar for ....*, p. 4-5.

they refer to general things. Use *a* with consonant sounds; use *an* before vowel sounds.

- 5) Indefinite adjective does not specify the specific amount of something. For example: *all, another, any, both, few many more other, several, some* and others.

According to Dykes, there are six types of adjective:

- 1) Descriptive adjective: It is a word to qualify things, people and ideas.<sup>72</sup> Moreover, It does not only qualify them but it also attributes animals and places in order to describe its features.<sup>73</sup>

Based on the definitions above we can conclude that descriptive adjective has the function to describe things, places, people, ideas and animals specifically. According to Dykes, descriptive adjective divides into three parts:<sup>74</sup>

- a) Positive adjective: it is an original adjective to qualify something specifically, for example: *My sister has big doll.*
- b) Comparative adjective: it is adjective to act the comparing the amount or extent of the quality expressed by adjective in comparing two things. In this form we can use the suffix *-er* for adjective of one syllable, for example: *My sister's doll is bigger than mine.*

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<sup>72</sup> *Ibid.*, p. 119.

<sup>73</sup> S. Khamying, *Advanced English Grammar for High Learner*, (Bangkok: V.J. Printing, 2007), p. 174-179, it is Cited By Jutharat Jitpranee, "A Study of Adjective Types and Functions in Popular Science Articles". *International Journal of Linguistics*, Vol. 9 No. 2 (April 2017), p. 60.

<sup>74</sup> Barbara Dykes, *Grammar for ....*, p. 58.

c) Superlative adjective: : it is adjective to act the comparing the amount or extent of the quality expressed by adjective in comparing more than two things. The suffix *-est* is the correct ending in forming superlative adjective for adjective of one syllable.<sup>75</sup> For example: *My siter's doll is biggest in the house.* Adjective divides into four types for comparative and superlative formation:

(1) Adjective of one syllable: it adds *-er* and *-est*. Adjective ending on 'e' just adds *-r* and *-st*. Some adjective double the final consonant, for example:<sup>76</sup>

**Table 2**  
**Example of Adjective of One Syllable**

No	Positive	Comparative	Superlative
1.	big	bigger	biggest
2.	small	smaller	smallest
3.	old	older	oldest

(2) Adjective of two syllables: some adjectives of two syllables add *-er* and *-est*. Adjectives ending in 'y' use *-ier* and *-iest*. Adjectives ending in *-ful*, *-less*, *-ing*, *-ed* use 'more' and 'most'. Some other adjectives of two syllables use more and most. For example:<sup>77</sup>

<sup>75</sup> *Ibid.*

<sup>76</sup> Tri Indaryati, *English .....*, p. 18.

<sup>77</sup> *Ibid.*

**Table 3**  
**Example of Adjective of Two Syllables**

No	Positive	Comparative	Superlative
1.	happy	happier	happiest
2.	useful	more useful	most useful
3.	modern	more modern	most modern

(3) Adjective of three or more syllables: it uses ‘more’ and ‘most’. For example:<sup>78</sup>

**Table 4**  
**Example of Adjective of Three or More Syllables**

No	Positive	Comparative	Superlative
1.	beautiful	more beautiful	most beautiful
2.	dangerous	more dangerous	most dangerous
3.	intelligent	more intelligent	most intelligent

(4) Irregular adjective, for example:<sup>79</sup>

**Table 5**  
**Example of Irregular Adjective**

No	Positive	Comparative	Superlative
1.	good	better	best
2.	bad	worse	worst
3.	far	farther, further	farthest

2) Proper adjective: it is used for terms of the nationality.<sup>80</sup> To add the definition according to Khamying, proper adjective is to modify noun in terms of the nationality, this type is originated from proper noun.<sup>81</sup> According to Dykes, proper noun is special name that is given to people, places and particular things like the days of the

<sup>78</sup> *Ibid.*

<sup>79</sup> *Ibid.*

<sup>80</sup> M. Solahudin, *Grammar* ....., p. 120.

<sup>81</sup> S. Khamying, *Advanced English Grammar* ....., p. 174-179, it is Cited by Jutharat Jitpranee, “A Study of Adjective Types ....., p. 60.

week, months of the year, or even the titles of books or TV shows. It uses capital letter.<sup>82</sup> In conclusion, we can conclude that proper adjective is to describe something by using terms of nationality as special name that is give to something. For example: *My mother has a French dish.*

- 3) Demonstrative adjective: it is to show position of thing that is followed by noun or noun phrase.<sup>83</sup> It indicates the position of noun is near or far from the person who is writing or speaking and to show the noun is plural or singular.<sup>84</sup> Based on the statements above, demonstrative adjective is to modify noun based on the position of noun and to show the noun is plural or singular. There are four demonstrative adjective: *this* indicates singular noun and the position is near, *these* indicate near position but the noun is plural, *that* modifies singular noun and the position is near, and *those* modify near position but noun is plural.<sup>85</sup> For example: *your cousin likes those flower.*

- 4) Distributive adjective: it is an adjective to modify noun by dividing or separating into different parts. There are two distributive

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<sup>82</sup> Barbara Dykes, *Grammar for ....*, p. 23-24.

<sup>83</sup> *Ibid.*, p. 112.

<sup>84</sup> S. Khamying, *Advanced English Grammar ....*, p. 174-179, it is Cited by Jutharat Jitpranee, "A Study of Adjective Types ....", p. 60.

<sup>85</sup> M. Solahudin, *Grammar ....*, p. 112.



adjective: *each* and *every*.<sup>86</sup> For example: *Every house has different characteristic.*

5) Numeral Adjective: it is an adjective to qualify noun according to number.<sup>87</sup> According to Dykes, it divides into three parts:

- a) *Cardinal* states how many, for example: *five red flowers*
- b) *Ordinal* states order or position, for example: *The third agenda*
- c) *Indefinite* give an idea of number but are not exact. It uses *many, some, several* and others, for example: *I have some apples.*

6) Possessive adjective: it accompanies a noun and indicates possession.<sup>88</sup> It is used only with a noun following it. Possessive adjective includes *my, your, her, his, our, their,* and *its*.<sup>89</sup> For example: *Your English teacher is my sister.*

Based on the explanation of two theories above, the researcher analyzed the students' writing descriptive text based on the types of adjective by the theory of Dykes. There are six types of adjective: descriptive adjective, demonstrative adjective, distributive adjective, possessive adjective, proper adjective and numeral adjective.

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<sup>86</sup> S. Khamying, *Advanced English Grammar* ....., p. 174-179, it is Cited by Jutharat Jitpranee, "A Study of Adjective Types .....", p. 61.

<sup>87</sup> Barbara Dykes, *Grammar for* ....., p. 128.

<sup>88</sup> *Ibid.*, p. 129.

<sup>89</sup> Tony Penston, *A Concise Grammar for* ....., p. 43.

#### d. Formations of Adjective

1) Adjective formed from noun: Adjective can be formed from noun to express the quality of noun. For example:<sup>90</sup>

**Table 6**  
**Example of Adjective Formed from Noun**

No	Noun	Adjective
1.	hope	hopeful
2.	point	pointed
3.	brain	brainy

2) Adjective formed from verb: adjective can be formed from verb to describe noun. For example:<sup>91</sup>

**Table 7**  
**Example of Adjective Formed from Verb**

No	Verb	Adjective
1.	to help	helpful
2.	to believe	believable

#### e. Order of Adjective

Sometimes we use two or more adjective together. This is usual word order of adjective:

**Table 8**  
**Order of Adjective**

1	2	3	4	5	6	7
Opinion	Size	Age	Color	Nationality	Material	Noun
pretty	large	old	yellow	English	plastic	
delicious	tall	young	blue	French	glass	
nice	small	middle-aged	white	Chinese	metal	

<sup>90</sup> Barbara Dykes, *Grammar for ....*, p. 56.

<sup>91</sup> *Ibid.*

- 1) Opinion adjectives usually come before all other adjective. For example: *My aunt has beautiful large old house.*
- 2) Adjectives of size usually come before adjectives of shape. For example: *It is a large round table*
- 3) When there are two or more color adjectives, we use 'and'.<sup>92</sup> For example: *My sister has a blue and pink dress.*

**f. Modification of Adjective**

Adjectives can be modified. They are usually by adverb. In modification, position of adverb is before the adjective. Some adverb can be modified adjective, such as very, too, remarkably, and extremely.<sup>93</sup> For example: *your house is very clean, my car is too old and this book is extremely useful to us.*

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<sup>92</sup> Eka Mulya Astuti, *English Zone* (Jakarta: Erlangga, 2010), p. 140.

<sup>93</sup> Rodney Huddleston, Geoffrey K. Pullum, *A Student's Introduction* ..., p. 112.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The researcher took the title: “An Analysis of the Use of Adjective in Writing Descriptive Text at Seventh Grade Students of MTs Al-Hidayah Marga Agung in the Academic Year of 2018/2019”. The researcher used descriptive qualitative research. Ary, et. al state that qualitative research investigates the quality of relationships, activities, situations, and materials. It focuses on understanding the context and attempts to explain the intentionality of behaviors.<sup>1</sup>

Sugiyono says, the term qualitative research is natural research because we do the qualitative research in natural setting.<sup>2</sup> In addition, Merriam states that qualitative reasearch is interested in understanding the meaning people have constructed, that is how people make sense of their world and the experiences they have in the world.<sup>3</sup> In conclusion, it can be concluded that qualitative research is the research based on the descriptive data naturally and it focuses on understanding the context of the research.

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<sup>1</sup> Donald Ary, et. al. *Introduction to Research in Education* (8th ed), (Sydney: Wadsworth Cengage Learning, 2010), p. 419.

<sup>2</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2018), p. 8.

<sup>3</sup> Sharan B. Merriam, *Qualitative Research A Guide to Design and Implementation* (San Francisco: Jossey-Bass., 2009), p. 13.

## **B. Subject of the Research**

In this research, the subject of the research was the students of seventh grade at the second semester of MTs Al-Hidayah Marga Agung in the academic year of 2018/2019. There were two classes, they were A seventh grade and B seventh grade. Each class consisted of 25 and 24 students. Hence, the total students of the seventh grade in MTs Al-Hidayah was 49 students.

## **C. Sampling Technique**

To get the sample exactly, the researcher used sampling technique. Sugiyono says, sampling technique is a technique to take the sample.<sup>4</sup> Sampling technique has two kinds. They are probability sampling and non probability sampling. Probability sampling is sampling technique has the same opportunity for every member of population to be chosen as sample, while non-probability sampling is sampling technique has not same opportunity for every member of population to be chosen as sample. Non-probability sampling consists of purposive sampling, snowball sampling, sistematic sampling and others.<sup>5</sup>

This qualitative research used purposive sampling as sampling technique. Purposive sampling is sampling technique by using certain consideration. After the researcher conducted the preliminary research, the researcher determined consideration to take the sample. It is taken based

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<sup>4</sup> *Ibid.*, p. 217.

<sup>5</sup> *Ibid.*, p. 128.

on the score writing descriptive text students. The researcher chose the class that the most students obtained the score under criteria minimum of mastery English. That was B seventh grade students. They were the sample for this research. Based on the explanation above, we can conclude that the purposive sampling is sampling technique for qualitative research. In this research, the researcher used purposive sampling to obtain the sample.

#### **D. Data Collecting Technique**

Data are nothing more than ordinary bits and pieces of information found in the environment. They can be concrete and measurable, as in class attendance, or invisible and difficult to measure, as in feelings. Data conveyed through words have been labeled qualitative.<sup>6</sup> In addition, according to Sugiyono, data collecting technique is the most strategic step in research because the prime aim of the research is to obtain the data.<sup>7</sup> It is important to know data collecting technique so that the researcher can obtain the data.

The researcher used documentation to collect the data. As Arikunto said before documentation derived from the word *document*.<sup>8</sup> Term *document* as the umbrella term to refer to a wide range of written, visual,

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<sup>6</sup> Sharan B. Merriam, *Qualitative Research* ....., p. 85.

<sup>7</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif* ....., p. 224.

<sup>8</sup> Suhaimi Arikunto, *Research Procedure* (Jakarta: PT Renika Cipta, 2006), p. 231.



digital, and physical material relevant to the study.<sup>9</sup> In the collecting the data, the researcher gave the task to the students to write descriptive text with the topic was about *place*. Their tasks were documentation for this research and the researcher analyzed it. There was no scoring in the task because the task was as part of the research process.

### E. Research Instrument

Research instrument in qualitative research is the researcher. The researcher is human instrument in the research. The functions are to determine the focus of research, to choose the participants, to do collecting the data, to analyze the data, to explain the data and to draw the conclusion.<sup>10</sup> An instrument is a tool for measuring, observing, or documenting data.

Moreover, in accordance with the aim of the study which focused on an analysis the use of adjective in writing descriptive text students. In this research, The researcher used the documentation as the instrument to collect the data. According to Arikunto, documentation derived from the word *document*, it means written subject.<sup>11</sup> The researcher gave the task to the students to write descriptive text. The writing descriptive text students were documentation for this research. The tasks were validated by the researcher's co-advisor. After the collecting the data, the researcher analyzed and classified the texts by using codes based on the types of

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<sup>9</sup> Sharan B. Merriam, *Qualitative Research* ....., p. 139.

<sup>10</sup> *Ibid.*, p. 222.

<sup>11</sup> Suhaimi Arikunto, *Research* ....., p. 231.

adjective so that the researcher was easy to analyze the data. The way to code the word based on the theory of Miles, Huberman and Saldana. It uses three alphabet from the beginning of word.<sup>12</sup>

**Table 9**  
**Coding Scheme of the Types of Adjective**

No	Types of Adjective	Coding Scheme
1.	Demonstrative adjective	Dem
2.	Descriptive adjective	Des
	a. Positif adjective	
	b. Comparative adjective	
	c. Superlative adjective	
3.	Distributive adjective	Dis
4.	Possessive adjective	Pos
5.	Proper adjective	Pro
6.	Numeral adjective	Num
	a. Cardinal adjective	
	b. Ordinal adjective	
	c. Indefinite adjective	

*Source: Miles, M. B., Huberman, A. M., and Saldaña*

## **F. Procedure of Research**

In the research, the researcher conducted the procedures of the research systematically:<sup>13</sup>

### **1. Determining the Subject of the Research**

The subject of the research was the seventh grade students of writing descriptive text at second semester of MTs Al-Hidayah Marga Agung in the Academic year of 2018/2019.

<sup>12</sup> Matthew B. Miles, A. Michael Huberman, Johnny Saldaña, *Qualitative Data Analysis* (3rd ed), ( Los Angeles: SAGE Publications, Inc., 2014), p. 82.

<sup>13</sup> Jhon W. Cresswel, *Educational Research* (4th edition), (Boston: Pearson Education, Inc., 2012), p. 7.

## 2. Collecting the Data

In collecting the data, the researcher gave the task to students. The task was to write descriptive text. The topic was about *place*.

## 3. Analyzing the Data

After collecting the data, the researcher analyzed it.

## 4. Reporting the Data

In the last procedure of the research, the researcher reported and concluded the finding of research that was analyzed by the researcher.

### G. Trustworthiness of the Data

In qualitative research, data can be categorized good data if the data are valid. To get validity of the data, Creswell classified the validity of the data into three primary types:<sup>14</sup>

#### 1. Triangulation

Qualitative inquirers triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (such as, a principal and a student), types of data (such as, observation and interviews), or methods of data collection (such as, documents and interviews) in descriptions and themes in qualitative research.<sup>15</sup> The inquirer examines each information source and finds evidence to support a theme. This

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<sup>14</sup> *Ibid.*, p. 259.

<sup>15</sup> *Ibid.*

ensures that the study will be accurate because the information draws on multiple sources of information, individuals, or processes.

## 2. Member checking

Researchers can check their findings with participants in the study to determine if their findings are accurate. Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account.<sup>16</sup> This check involves taking the findings back to participants and asking them (in writing or in an interview) about the accuracy of the report.

## 3. Auditing

This is the process of conducting an external audit. The auditor looks into the project and writes or communicates an evaluation of the study.<sup>17</sup> The auditing indicates the expert in strengthening of the result of research. The auditing relies on the external audit to check the data.<sup>18</sup> This audit may occur both during and at the conclusion of a study, so the researcher asked an expert to check the validity of the data.

Based on the three primary types above, the researcher used auditing as the strategy to obtain the validity of the data. The auditor looked into the data is valid or not. The researcher asked the researcher's co-advisor to audit the data that were gathered and analyzed by the researcher so that the data were valid.

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<sup>16</sup> *Ibid.*

<sup>17</sup> *Ibid.*, p. 260.

<sup>18</sup> J.R. Raco, *Metode Penelitian Qualitative; Jenis, Karakteristik, dan Keunggulannya* (Jakarta: PT Gramedia Widiasarana Indonesia, 2010), p. 134.

## H. Data Analysis

The most serious and central difficulty in the use of qualitative data is methods of analysis are not well formulate. There are no guidelines in qualitative research for determining how much data and data analysis are necessary to support and assertion, conclusion or theory.<sup>19</sup> Data analysis is the process of organizing the data systematically. This research will use document analysis. It is a research method applied to writtens or visual materials for the purpose of identifying specified characteristics of the material or written.<sup>20</sup> This research analyzed the writing descriptive text students. There are some steps to analyze the data based on the Miles and Huberman model:<sup>21</sup>

### 1. Data Reduction

The activity to select the data that is suitable with the focus of the problem. In this process, the researcher analyzed the data collecting to select the important data based on the purposes of this research. The data were collected by using documentation of students' task.

### 2. Data Display

The activity to explain the data in order to be meaningful. After selecting the data, they were analyzed based on types of adjective in Dykes' theory. The researcher classified every type of adjective in descriptive writing students to know the types of adjective that were used by the students. According to Sugiyono in the data display can use

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<sup>19</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif* ....., p. 243.

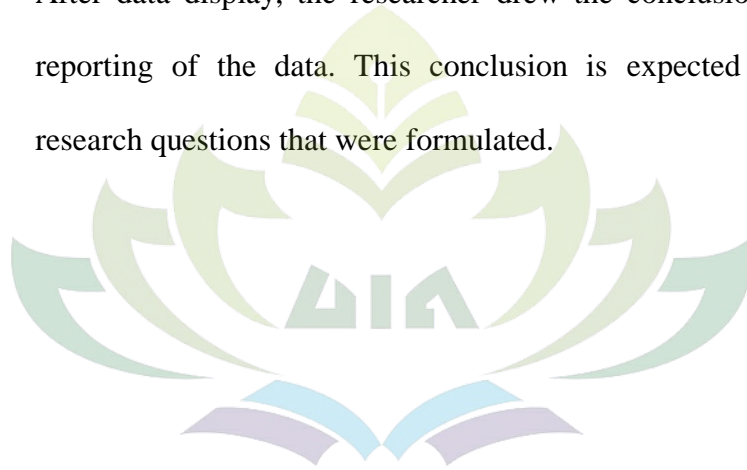
<sup>20</sup> Donald Ary, et. al., *Introduction to Research* ....., p. 457.

<sup>21</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif* ....., p. 249.

brief explanation, table, flowchart and any other.<sup>22</sup> The researcher in data display used the brief explanation and table to know how many the types of adjective are used by students and how is the use of adjective in writing descriptive text by students. In the table display, the researcher made percentage to know the total of each type of adjective in classification of the data.<sup>23</sup>

### 3. Conclusion Drawing

After data display, the researcher drew the conclusion based on the reporting of the data. This conclusion is expected to answer the research questions that were formulated.



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<sup>22</sup> *Ibid.*

<sup>23</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan* ( Jakarta: PT. Raja Grafindo Persada, 2003), p. 43



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

This research was conducted on May 14<sup>th</sup>, 2019. The data were obtained from the students in making descriptive text. In collecting the data, this research has chosen 24 students at the seventh grade of MTs Al-Hidayah Marga Agung to complete the data. Twenty four descriptive texts were made by 24 students in seventh grade of B class. The topic of descriptive texts were about *place*. The students' writing descriptive texts were the data for this research. They were analyzed by the researcher. The findings of the research were as follow.

##### **1. Types of Adjective Were Used by Students in Writing Descriptive Text**

The data were analyzed based on the types of adjective by theory of Dykes. It was conducted to know the types of adjective that were used by the students in writing descriptive text as the purpose of this research. According to him, there are six types of adjective as follows demonstrative adjective (Dem) , descriptive adjective (Des), distributive adjective (Dis), possessive adjective (Pos), proper adjective (Pro) and numeral adjective (Num). The researcher classified the data based on these six types of adjective.

In the result of the research, the researcher found only 319 adjectives from 24 students' writing descriptive text. These adjectives were categorized into six types based on the six types of adjective classification by Dykes. In the finding, all students did not yet use the six types of adjective in writing descriptive texts. They only used some types of adjective. All students used descriptive adjective and possessive adjective in their descriptive text. Whereas, only one student used proper adjective in writing descriptive text. The following table demonstrates the findings.

**Table 10**  
**Six Adjective Types Found in the Finding**

No	Types of Adjective	Total	Percentage (100%)	Rank
1	Descriptive	132	41.38%	1
2	Possessive	100	31.35%	2
3	Numeral	70	21.94%	3
4	Demonstrative	12	3.76%	4
5	Distributive	3	0.94%	5
6	Proper	2	0.63%	6

Regarding table 10 above, the six ranks of adjective types which were frequently used hierarchically ordered from the descriptive adjectives which occurs 132 times or 41.38%. All students used this type. The second position is possessive adjective. It occurs 100 times or 31.35%. The third rank is numeral adjective. It appears 70 times or 21.94%. Moreover, the students used demonstrative adjective in 12 times or 3.76%. Only 3 distributive adjectives or 0.94% from 24 descriptive texts. It is similar to proper adjective which appears 2 times or 0.63%. The following table below demonstrates the detailed findings based on number of occurrences and types of adjective percentages.

**Table 11**  
**Number of Occurrences and Types of Adjective Percentages**

No	Code	Types of Adjective					
		Des	Pos	Num	Dem	Dis	Pro
1	AOAP	8	6	3	1	0	0
2	AP	6	6	4	0	0	0
3	DKY	4	1	5	0	0	0
4	DGP	4	4	3	0	0	0
5	DAP	7	7	3	0	0	0
6	ENA	9	8	5	2	0	0
7	ES	3	3	2	0	0	0
8	FEN	9	3	3	0	0	0
9	IS	5	5	2	0	1	0
10	MA	5	4	2	0	0	0
11	MHN	6	6	2	0	1	2
12	MS	4	2	1	1	0	0
13	NLIS	3	8	2	1	0	0
14	ONFY	7	1	1	2	0	0
15	PA	5	7	2	0	0	0
16	QA	8	3	6	1	1	0
17	RVM	3	3	0	1	0	0
18	RR	8	4	5	0	0	0
19	RNL	5	1	3	0	0	0
20	TPP	3	6	5	0	0	0
21	TM	3	1	3	0	0	0
22	TSJ	6	1	3	2	0	0
23	VF	8	6	2	0	0	0
24	WP	3	4	3	1	0	0
<b>Total</b>		<b>132</b>	<b>100</b>	<b>70</b>	<b>12</b>	<b>3</b>	<b>2</b>
<b>Percentage (%)</b>		<b>41.38%</b>	<b>31.35%</b>	<b>21.94%</b>	<b>3.76%</b>	<b>0.94%</b>	<b>0.63%</b>

Regarding the table 11 above, twenty four students of B seventh grade wrote descriptive text. The topic was about *place*. The researcher analyzed one by one the sentence and classified them into six types of adjective. At the end, the researcher counted the total of occurrences of types adjective that were used by the students in their descriptive text and the researcher also counted percentages them. The following explanations below will

describe every type of adjective that were found in students' writing descriptive text.

#### **a. Descriptive Adjective**

Based on the finding of the research in the table 11, all students used descriptive adjective to qualify their objects about *place*. Total of descriptive adjective in all students' writing descriptive texts were 132 descriptive adjectives or 41,38%. This type was the most type of adjective that was used by the students. Therefore regarding of table 10, descriptive text was first rank from six types of adjective. The low total of using descriptive adjective were only three descriptive adjectives in the six texts. They were written by six students. They were ES, NLIS, RVM, TPP, TM, and WP. However, the researcher also found the high total of using descriptive adjective that were nine descriptive adjectives. It was written by ENA and FEN. The students only used positive adjective. They did not applied comparative and superlative adjective.

#### **b. Possessive Adjective**

Regarding table 10 shows the total of possessive adjective as the second rank in students' writing descriptive text after descriptive adjective. Its total was 100 possessive adjectives or 31.35%. Based on the table 11, all students used this type in their descriptive text. The high total in using possessive adjectives were written by ENA and NLIS. They wrote eight

possessive adjectives in their each descriptive text. The researcher also identified the low total of possessive adjectives were made by five students. They were DKY, ONFY, RNL, TM and TSJ. They wrote one possessive adjective in their each descriptive text.

### **c. Numeral Adjective**

Based on the six types found in the finding in table 10, it demonstrates the numeral adjective as the third rank because the total of numeral adjectives were 72 adjectives or 22.43%. Almost all students used this type in their descriptive text. Regarding the previous table 11, only one student did not apply numeral adjective in her descriptive text. The student was RVM. The high total of numeral adjective was found in QA's descriptive text. She used six numeral adjectives. Based on the table 22 in appendix 8, many students used more indefinite adjective than cardinal adjective. All students did not use ordinal adjective. There was 34 cardinal adjectives and 36 indefinite adjectives. In the finding of the research, 17 students used cardinal adjective and 18 students applied indefinite adjective.

### **d. Demonstrative Adjective**

Regarding the table 11, nine students used demonstrative adjective whereas 15 students did not used this type of adjective in their descriptive writing. Six students only used one demonstrative adjective in each

descriptive text and only three students applied two demonstrative adjectives in each descriptive text. The whole total of demonstrative adjectives in students' writing descriptive text were 12 adjectives or 3.76%. Based on the table 22 in appendix 8, the students only used two types from four types of demonstrative adjective. They were *this* and *that*. They did not use *those* and *these*.

#### e. Distributive Adjective

The previous table 11 demonstrates from 24 descriptive text only three distributive adjectives or 0.94% were found in the whole students' writing descriptive texts. Those were written by IS, MHN nad QA. Twenty one students did not used distributive adjective. The researcher concludes that a few students used this type of adjective.

#### f. Proper Adjective

As we can see on the table 11. The rank of proper adjective in the finding of the research in students' writing descriptive text is the last rank after distributive adjective. Only two proper adjectives were written by one student or 0.63%. We can say that 23 students did not used proper adjective in their descriptive text. In (218), The student used *Arabic* and *english* to mention kinds of the book in library.



## 2. The Use of Adjective in Students' Writing Descriptive Text

The researcher analyzed this finding of the research based on the rules of types of adjective and functions of adjective, so the researcher gave the finding example below and then described the occurrences.

### a. Descriptive Adjective

**Table 12**  
**Data classification of Descriptive Adjective**  
**in Students' Writing Descriptive Text**

Number of Sentence	Descriptive Adjective (Des)	Total
34	I very <u>pleasant</u> with a my house	1
40	My bed has picture flower <u>pink</u> .	1
49	The color flowers are <u>white, red, orange, yellow</u> and <u>pink</u> .	5
63	There are many chairs and <u>old</u> tables.	1
87	School this very <u>vast</u> .	1

In using descriptive adjective, all students used this type. In applying the descriptive adjective, the students only used positive adjective. However according to Dykes, descriptive adjective is divided into three parts. They are positive adjective, comparative adjective and superlative adjective.<sup>1</sup> In this finding the students did not use comparative adjective and superlative adjective.

In ordering the descriptive adjectives, the students used opinion adjective, size adjective, color adjective, and age adjective. Twenty three students used opinion adjectives. Only one student did not use opinion adjective. The researcher found 62 opinion adjectives in students' writing descriptive text. For example in (34), the student applied opinion adjective

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<sup>1</sup> Barbara Dykes, *Grammar for Everyone*, (Victoria: Acer Press, 2007), p. 58.

as descriptive adjective. She used predicative adjective function but she did not applied the predicate to complete the adjective. She should add *am* before *very pleasant* to make the sentence correctly. For this sentence the student also used *very* to make modification of adjective.

Ten students used color adjectives to describe the color of place that was chosen by them. In all students' writing descriptive text were found 30 descriptive adjectives especially color. For example in data classification of (40), the students used *pink* to describe flower picture in her bedroom. In this sentence the student used attributive adjective function but the student did not put the color of adjective before noun. She put it after noun. The other example in (49), the student used *white, red, orange, yellow* and *pink* to qualify the color of computer. In this sentence, the student used predicative adjective function because she used *are* before adjective. In this sentence, *are* as predicate.

In the finding of the research, nineteen students applied 38 size adjectives. For example in (87), the student used predicative adjective function for this size adjective but the student did not write the predicate before the noun. This adjective also used modification of adjective by applying *very* before size adjective. The some correct examples based on the rules of descriptive adjective and the adjective function, they are in (16), (20), (21), and (22). The students applied size adjectives correctly.

In another descriptive adjective, the researcher found that only two students used age adjectives. Each student used one age adjective. As we

can see (63) in table 12, the student used *old* to qualify the noun. He used attributive adjective function. He wrote correctly. Another example in appendix 9 for (60) the student used *new* to describe the noun. He also applied attributive adjective function. He applied the use of age adjective correctly. In conclusion, the students should pay attention in arranging the word in the sentence based on the descriptive adjective rules and its function.

#### b. Possessive Adjective

**Table 13**  
**Data Classification of Possessive Adjective**  
**in Students' Writing Descriptive Text**

Number of Sentence	Possessive Adjective (Pos)	Total
148	That is <u>my</u> bedroom.	1
156	School <u>my</u> in blok C <sup>2</sup> lampung selatan	1
165	<u>Its</u> position is near with school there.	1
175	In class <u>our</u> the lamp that has four.	1
210	<u>His</u> school is on village marga agung blok c 1.	1

Most students used *my* as possessive adjective, because most of them described what place that they have or they ever see. Besides *my*, they also used *its*, *his* and *our* in some texts. In students' writing descriptive text, there was 87 *my* words as possessive adjectives. Almost all students applied *my* as possessive adjective. Only one student did not apply it in writing descriptive text. The student was DKY. In table 13 above shows the several examples of possessive adjective especially *my* word. In (148), the student wrote *may*. She did not write *my* while in (156) the student wrote the

possessive adjective after noun. She should apply possessive adjective before noun because for this function, she used attributive adjective function.

For *his* word, the researcher found only six possessive adjectives. They were written by IS, QA, RR, and VF. Based on the finding, the researcher found that three students used *his* word correctly. They wrote based on the rules of possessive adjective and its function. Only one student in VF's text (210), the student did incorrect meaning. The student should change *his* into *my* because it described VF's house.

For *our* word, the students only used four times. Those were written by IS and MA. For example in (175), the students wrote the possessive adjective after noun. She should use the possessive adjective before noun because the student used attributive adjective function. Therefore, she should write into *our class*. In addition, the students only used *its* word three times. The texts were written by ENA, DKY and MA. The students used them to indicate the possession of the object. For example in (165), the student followed the rules of possessive adjective by using the adjective before noun. Its function was attributive adjective.

On the whole, we can conclude most students used *my* as possessive adjective and a few students used *its* as possessive adjective. All students applied the possessive adjective based on the attributive adjective function but some students did not use possessive adjective based on the rules and its function.

### c. Numeral Adjective

**Table 14**  
**Data Classification of Numeral Adjective**  
**in Students' Writing Descriptive Text**

Number of Sentence	Numeral Adjective (Num)	Total
219	I have <u>two</u> bedrooms, <u>one</u> bathroom, a kithen and a small living room.	2
222	They are a living room, <u>four</u> bedroom, a kichen, a study room, adn dining room.	1
227	In library there are <u>much</u> books.	1
238	This bedroom has <u>many</u> cute photo.	1
252	In class our the lamp that has <u>four</u> .	1

Based on the result of analysis, from three types of numeral adjective the students only used two types of numeral adjective. Those were cardinal adjective and indefinite adjective. The student did not use ordinal adjective. Several examples for cardinal adjective in (222) the student wrote *four bedroom*. The student should use plural noun if she used plural numeral adjective and if the student used singular noun therefore the student should use singular numeral adjective, as example in (219), the student obeyed the rules of numeral adjective.

In ordering cardinal adjective, some student did not pay attention in adjective function. For example in (252), the student used predicative adjective function but he did not follow the rules of numeral adjective. To make the sentence so that the sentence is appropriate for predicative adjective function and its rule, he should change *that* into *those* and put it before noun. The predicate should use *have*. The *lamp* should use plural

noun by adding suffix –s. The correct sentence *those lamps have four in our class.*

Moreover, in ordering indefinite adjective, the researcher found that the students used *many, much, some, a lot of* and *less* as indefinite adjectives. For several examples in (227), the student used *much* as indefinite adjective. The students used indefinite adjective for uncountable noun. She should use numeral adjective for countable noun because *books* are countable noun therefore the correct indefinite adjective is *many*.

Another example about indefinite adjective in (238), the student used plural numeral adjective to identify singular noun. The student should make the noun into plural. The student can add suffix -s after the *photo* so that be suitable with the plural numeral adjective. Based on the report above, we can conclude that is correlation between the total of noun and numeral adjective that will be used. Which is singular or plural and which is countable or uncountable.

#### d. Demonstrative Adjective

**Table 15**  
**Data Classification of Demonstrative Adjective**  
**in Students' Writing Descriptive Text**

Number of Sentence	Demonstrative Adjective (Dem)	Total
1	<u>This</u> bedroom has a strong bed, one brown cupboard.	1
2	<u>This</u> bedroom has many cute photo	1
6	<u>This</u> park is wide and the flowers are colorful.	1
11	room <u>That</u> has some chairs and table.	1
12	School <u>this</u> enough vast, and to 6 lassroom	1



After the researcher classified and identified the demonstrative adjective based on students' writing descriptive text. The researcher found that only two parts of demonstrative adjective that were used by the students. They used *this* and *that*. They only applied two parts because the student only indicated singular noun. For example in sentence (1) and (2), the student used demonstrative adjective to modify the singular noun, so the student used *this*. Other example in sentence (6), the student used *this* as demonstrative adjective to qualify singular noun. In the finding of the research, the researcher found five demonstrative adjectives that did not appropriate with attributive adjective function. They were written by MS, RVM, TSJ and WP in sentence (4) and (9-12). For example in (11), the student used the demonstrative adjective after noun. He should put it before noun. The other example in (12) same with the explanation before, the student should use demonstrative adjective before noun. On the whole, the students should pay attention in the adjective function that they will apply so that the students do not inverse.

#### e. Distributive Adjective

**Table 16**  
**Data Classification of Distributive Adjective**  
**in Students' Writing Descriptive Text**

Number of Sentence	Distributive Adjective (Dis)	Total
119	<u>Every</u> student and teacher eat there.	1
120	<u>Every</u> student sweep the dirty floor.	1
121	<u>Every</u> room has difference colour.	1

However only three distributive adjectives were found in the students' writing descriptive text but the students obeyed the rules of distributive adjective and its function correctly. As we can see on the table 16, the student used attributive adjective function. They put the distributive adjective before noun. The student did not use another types of distributive adjective, such as *each*. They only used *every* as distributive adjective to modify noun by dividing into different parts.

#### f. Proper Adjective

**Table 17**  
**Data Classification of Proper Adjective**  
**in Students' Writing Descriptive Text**

Number of Sentence	Proper Adjective (Pro)	Total
218	There are many books, example <u>english</u> book, dictionary, math book, <u>Arabic</u> book and Al-Qur'an.	2

Based on the table 17 above, we can see that only one student used proper adjective. He wrote two proper adjectives in his descriptive text. They were *english* and *Arabic*. The student should use capital letter in the beginning of word. It is not *english* but he should write *English*. In writing *Arabic* as proper adjective, he used it correctly. The student used attributive adjective function because the proper adjectives were applied before the noun.

## B. Discussion of Finding

In this part, the researcher discussed about the finding of the use of adjective in the students' writing descriptive text at seventh grade of MTs Al-Hidayah Marga Agung in the academic year of 2018/2019. The students' task as documentation that was analyzed by the researcher based on the theory of Dykes. The researcher analyzed the data and classified them into types of adjective.

It was found that the descriptive adjective was the most types of adjective that were used by the students in writing descriptive text. Descriptive adjective is a word to attribute people, animal, things or places in order to describe its features. According to Dykes, this type is divided into three parts. They are positive, comparative, and superlative adjective.<sup>2</sup> The researcher found 132 descriptive adjective in the students' writing descriptive text. All students used this type of adjective.

In the finding of the research, the students only used positive adjective. They did not use comparative and superlative adjective because they do not yet learn about the both. In ordering the descriptive adjective, the students used 62 opinion adjectives, 30 color adjectives, 38 size adjectives and 2 age adjectives. They applied them in their descriptive text.

The researcher identified the adjective function of each sentence. According to Huddleston and Pullum, they divide the adjective function

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<sup>2</sup> *Ibid.*, p. 58.

into two types. They are attributive and predicative adjective function.<sup>3</sup> Example for attributive adjective function in (42), the student wrote the descriptive adjective based on the attributive adjective function. She wrote the descriptive adjective before noun. Some students did not understand how to apply descriptive adjective based on the attributive adjective function. For examples based on appendix 9 in (40) and (118), the students did inverse between noun and adjective. They should put the adjective before noun.

Hence, several examples for predicative adjective function based on appendix 9 in (34), the student wrote *i very pleasant*. She should add *am* before *very pleasant* because she used predicative adjective function. She needs predicate to complete her sentence. In (87), the students applied predicative adjective function but the students did not apply the predicate. In this sentence, the student should add *is* before *very vast* to complete the sentence. In this sentence, the student also used *very* to modify adjective by adverb.

The second most types of adjective found in students' writing descriptive text, that is possessive adjective. It is a word to express possession of a noun by someone or something.<sup>4</sup> In the finding of this research, the researcher found four types of possessive adjective. They were *my*, *its*, *his*, and *our*. The students used 87 *my* words, 6 *his* words, 4

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<sup>3</sup> Rodney Huddleston, Geoffrey K. Pullum, *A Student's Introduction to English Grammar* (Cambridge: Cambridge University Press, 2005), p. 112.

<sup>4</sup> S. Khamying, *Advanced English Grammar For High Learner*, (Bangkok: V.J. Printing, 2007), p. 174-179, it is Cited By Jutharat Jitpranee, "A Study of Adjective Types and Functions in Popular Science Articles". *International Journal of Linguistics*, Vol. 9 No. 2 (April 2017), p. 61.

*our* words and 3 *its* words. We can conclude that many students used *my* word as possessive adjective. The students obeyed the rule of possessive adjective to put the possessive adjective before the noun as example in (122), (123), (124), (125), (126), (127) and others (see in appendix 9). However in (210), the student did misunderstand in using *his* to indicate the possession of place. She should use *my* as the possessive adjective because she described herself school. In sentence (148), the student wrote *may bedroom*. She added letter *a* in the middle of the word. She should write *my* as possessive adjective.

The third most types of adjective found in students' writing decriptive text. That was numeral adjective. Seventy numeral adjectives were found in the students' writing descriptive text. Numeral adjective is a word to modify noun for particular detail in exact.<sup>5</sup> According to Dykes, this type divides into three parts. They are cardinal, ordinal and indefinite adjective.<sup>6</sup> In the finding of this research, only cardinal and indefinite adjectives were found in the students' writing descriptive text. The ordinal adjective was not used by all students. The students apply 34 cardinal adjectives and 38 indefinite adjectives.

Some students did not match between the singular adjective with singular noun or plural adjective with plural noun. They did not obey the rules of numeral adjective. Example in (240) in appendix 9, She did not match between the cardinal adjective and the number of noun. She wrote

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<sup>5</sup> *Ibid*, p. 60.

<sup>6</sup> Barbara Dykes, *Grammar for Everyone*, (Victoria: Acer Press, 2007), p. 130.

*two window*. She should write *two windows* because the cardinal adjective was plural. In other example in (259), The student used *two bathroom*. As the explanation before, the student should use suffix *-s* to indicate that *bathroom* is plural.

In the example of indefinite adjective, the student did not suitable in using indefinite adjective and noun. If the indefinite adjective is plural, the students should match it with plural noun. If the students used singular noun, the indefinite adjective should be singular. In several example of indefinite adjective in (267), the researcher found *many decorate* by student. She should write *many decorates* to indicate that the things were plural.

The researcher also found that some students did not understand which is the countable or uncountable noun. In the some texts, the students did not match between the indefinite adjective for countable with the countable noun and between the indefinite adjective for uncountable with the uncountable noun. For example in (237), the student applied *much rooms* in her text. *Much* is a word to count the uncountable noun but she would indicate to countable noun. She should replace *much* into *many*. It will be suitable.

The fourth type of adjective that were most used by the students in the finding of the research. It was demonstrative adjective. It is a word to modify the noun is plural or singular and whether position of the noun is

near or far from the person who is speaking.<sup>7</sup> There is four adjectives for this type. They are *these*, *this*, *those* and *that*. In the finding of the research. The student only used *this* and *that*. The students used four '*that*' words and eight '*this*' words. In several examples (4), (9), (10), (11), and (12) the students did not obey the rules of demonstrative adjective. In attributive adjective function, the students should put the demonstrative adjective before noun, but in several examples students wrote the demonstrative adjective after noun. In other example in appendix 10, the student wrote *that is my bedroom*. The sentence was written by ENA. It was not demonstrative adjective but it was demonstrative pronoun because after '*that*' word, it was not noun. The requisite of the demonstrative adjective is followed by noun.<sup>8</sup>

The fifth types of adjective that were most found in the students' writing descriptive text, that was distributive adjective. Only three distributive adjectives that were found in the students' descriptive text. Distributive adjective is a word to modify noun by dividing or separating into different parts. In the finding of the research, three students used this type. Examples in (119), (120), and (121), the students obeyed the rule of distributive adjective. They used attributive adjective function by applying the distributive adjective before noun.

The last types of adjective that were found in students' writing descriptive text. It was proper adjective. It is a word to modify noun in

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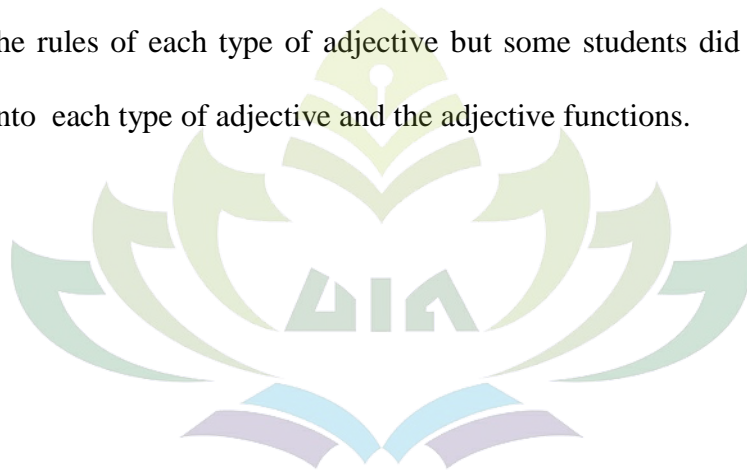
<sup>7</sup> S. Khamying, *Advanced English Grammar* ....., p. 174-179, it is Cited By Jutharat Jitpranee, "A Study of Adjective Types .....", p. 60.

<sup>8</sup> M. Solahudin, *Grammar Guide*, (Yogyakarta: Noktah, 2018), p. 112-113.



terms of the nationality. Based on the appendix 9, only one student used this type. In a sentence (218), he used two proper adjectives to describe the thing in his descriptive text. He wrote *english book* and *Arabic book*. Based on the explanation in chapter II, proper adjective should use capital letter in the beginning of the word.<sup>9</sup> In the sentence (218), he did not used capital letter fo *english book*, so he should replace it into *English*.

Based on the whole explanation above, we can conclude that in using adjective in students' writing descriptive text, some students obeyed the rules of each type of adjective but some students did not apply them into each type of adjective and the adjective functions.




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<sup>9</sup> *Ibid*, p. 120.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The purposes of this research were to gain the description of the use of adjective in students' writing descriptive text based on the Daykes' theory that were written by the seventh grade students at MTs Al-Hidayah Marga Agung in the academic year of 2018/2019. Based on the data analysis in chapter IV, the researcher made a conclusion about the use of adjective in students' writing descriptive text. The following conclusion below will be described:

1. The types of adjective that were written by the seventh grade students at the second semester of MTs Al-Hidayah Marga Agung in the academic year of 2018/2019 in writing descriptive text were demonstrative adjective, descriptive adjective, distributive adjective, possessive adjective, proper adjective and numeral adjective. The total number of type of adjective that were 319 adjectives that were applied by students. The most type of adjective was used by students, it was descriptive adjective and the fewest type of adjective was used by students, it was proper adjective. The following below the total and percentage based on the Dykes' theory:
  - a. The number of descriptive adjectives were 132 times (41.12%)
  - b. The number of possessive adjectives were 100 times (31.35%)
  - c. The number of numeral adjectives were 70 times (21.94%)
  - d. The number of demonstrative adjectives were 12 times (3.76%)

- e. The number of distributive adjectives were 3 times (0.94%)
  - f. The number of proper adjectives were 2 times (0.62%)
2. The use of adjective in writing descriptive text by the seventh grade students at the second semester MTs Al-Hidayah Marga Agung in the academic year of 2018/2019. The researcher analyzed the text by the adjective function and the rules of each type of adjective. The adjective functions were attributive adjective function and predicative adjective function. Some students did not obey the adjective function. In predicative adjective function, they did not use predicate before adjective. In attributive adjective function, they did not put adjective before noun but after noun. In the rules of types of adjective, some students obeyed them, but some students did not follow the rules. They did not pay attention where is singular or plural noun. Where is uncountable or countable number and noun. They used adjective based on their understanding.

## **B. Suggestion**

The suggestions of this research were as follows:

### **1. The students**

- a. The researcher expects the student to improve their effort in increasing their knowledge in learning English especially about how to use adjective in writing descriptive text based on the rules.
- b. The students should be more active in teaching learning process. They should be more brave in asking and answering, discussion, presentation

and so on especially when they learn about adjective in writing descriptive text.

- c. The researcher hopes that the students increase their motivation and positive thinking in learning English so that they will learn English easily because they like it.
- d. The students should be accurate in writing because it has many rules that should be obeyed.

## **2. The English Teacher**

- a. The teacher should give more motivations to the students in teaching learning process about applying adjective in writing descriptive text.
- b. The teacher should be more creative in teaching adjective in writing descriptive text, for example the teacher can use picture, video and other media so that the students will be interested in learning.
- c. The teacher should teach the students patiently because the students have different ability in learning adjective in writing descriptive text.

## **3. The Readers**

- a. The researcher expects this research can give a contribution for the readers especially in analyzing in writing.
- b. The researcher hopes the readers will get information and knowledge from this research especially about the use of types of adjective in writing descriptive text.

- c. The researcher also expects the readers will be interested to conduct the similiar themes of the research deeply.



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# Appendices

## Appendix 1

### Interview Guideline to English Teacher of Preliminary Research at MTs Al-Hidayah Marga Agung in the Academic Year of 2018/2019

**Interviewer: Aprilia Imanuri**

**Interviwee : Nofriyanti, S.Pd**

**Day/Date : Saturday, December 15<sup>th</sup> 2018**

**Time : 09.00 a.m**

**Place : MTs Al-Hidayah Marga Agung**

1. Bagaimanakah pengalaman anda dalam mengajarkan bahasa Inggris khususnya dalam *writing skill* di sekolah ini?
2. Apakah anda sudah mengajarkan materi tentang *adjective* kepada para peserta didik?
3. Apakah para peserta didik sudah mengetahui materi mengenai tipe-tipe *adjective*?
4. Bagaimanakah reaksi para peserta didik terhadap pembelajaran materi *adjective*?
5. Apakah anda mengalami kendala dalam pengajaran materi *adjective*?
6. Apakah materi penggunaan *adjective* dalam *text* sudah diajarkan?
7. Bagaimanakah pendapat anda mengenai pembelajaran *adjective* secara mendetail bagi para peserta didik untuk menulis *descriptive text*?

## Appendix 2

### Transcript of Interview to English Teacher of Preliminary Research at MTs Al-Hidayah Marga Agung in the Academic Year of 2018/2019

**Interviewer: Aprilia Imanuri**

**Interviewee : Nofriyanti, S.Pd**

**Day/Date : Saturday, December 15<sup>th</sup> 2018**

**Time : 09.00 a.m**

**Place : MTs Al-Hidayah Marga Agung**

Interviewer : Baiklah *mrs.* akan kita mulai sesi wawancaranya.

Interviewee : Ya silahkan.

Interviewer : Baiklah yang ingin saya tanyakan, sistem kurikulum apakah yang di terapkan di sekolah ini?

Interviewee : Sistem kurikulum yang kami pakai di sekolah sudah sejak beberapa tahun ini menggunakan ini K13.

Interviewer : Sudah berapa tahun sekolah ini menggunakan sistem K13?

Interviewee : Sudah beberapa tahun yang lalu kira-kira dua tahun yang lalu.

Interviewer : Mengenai standar penilaian KKM, berapakah standar penilaian yang ditetapkan disekolah ini?

Interviewee : Standar nilai terendah atau yang tertinggi?

Interviewer : Standar minimal penilaiannya *mrs.*

Interviewee : oh 75.

Interviewer : Dalam bahasa inggris terdapat beberapa *skills*, yaitu *listening*, *speaking*, *reading* dan *writing*. Nah yang ingin saya tanyakan bagaimanakah penerapan pengajaran *skill* bahasa inggris tersebut?

Interviwee : Saya mengajarkan keempat *skills* tersebut secara *integrated* sesuai dengan K13, namun adakalanya ketika para peserta didik mengalami kesulitan pemahaman saya mengajarkan materi ke empat *skills* tersebut sesuai kemampuan mereka.

Interviewer : Jadi begitu. maaf *mrs.* selanjutnya saya ingin menanyakan, bagaimanakah pengalaman anda dalam mengajarkan bahasa inggris khususnya dalam *writing skill* di sekolah ini? Bolehkah anda ceritakan?

Interviwee : Saya sudah lama menjadi guru bahasa inggris di sekolah ini, jadi sering sekali saya menemui permasalahan yang sama dalam pengajaran bahasa inggris. misalnya saja dalam *writing skill*, peserta didik selalu memiliki permasalahan penerapan *grammar* dalam *writing*. hal itu bisa berupa *tense* atau bahkan *parts of speech* yang meliputi *noun*, *adjective*, *verb*, *preposition* dan lain-lain.

Interviewer : Berbicara mengenai *adjective*, Apakah anda sudah mengajarkan materi tentang *adjective* kepada peserta didik?

Interviwee : Ya, saya sudah mengajarkan materi tersebut di kelas VII. Sebagai permulaan saya mengajarkan penggunaan *adjective* dalam bentuk kosakata lalu dilanjutkan dalam bentuk kalimat.

Interviewer : Jadi di kelas VII ya *mrs.* mengajarkan materi tersebut.

Interviwee : Ya, di kelas VII.

Interviewer : Hmm di sekolah ini ada berapa kelas ya yang kelas VII?

Interviwee : Ada dua kelas, VII A dan VII B. Jumlah dari masing-masing kelas hampir seimbang, emm kira-kira 50 peserta didik.

Interviwee : Jadi begitu ya *mrs.* Baik *mrs* mengenai pembelajaran *adjective* tadi, bagaimanakah reaksi para peserta didik terhadap materi tentang *adjective*?

Interviwee : Ada yang masih belum paham namun ada juga yang sudah mengerti materi *adjective*.

Interviewer : Mengapa demikian *mrs*?

Interviwee : Karena kemampuan setiap anak dalam menelaah pembelajaran itu berbeda-beda. ada yang cepat dan ada yang lambat. Sehingga tidak bisa dipaksakan namun memang perlu kesabaran dan ketelatenan. Jadi, ada beberapa peserta didik yang masih kurang memahami penggunaan *adjective*.

Interviewer : Nah jika materi *adjective* sudah diajarkan. Bagaimana dengan tipe-tipe *adjective*, Apakah para peserta didik sudah mengetahui materi mengenai tipe-tipe *adjective*?

Interviwee : Mengenai tipe-tipe *adjective* saya belum membahasnya terlalu dalam. Sehingga hanya beberapa saja yang saya ajarkan. Nanti ketika mulai memasuki materi *descriptive text* akan saya ulas dan melanjutkan materi tentang penggunaan *adjective*.



Interviewer : Begitu ya *mrs*, jadi pengajaran mengenai tipe-tipe *adjective* belum dipelajari secara menyeluruh ya *mrs*.

Interviwee : Ya memang belum.

Interviewer : Dalam pembelajaran tersebut, apakah ada kendala-kendala yang terjadi saat pembelajaran materi *adjective*?

Interviwee : Ya, ada beberapa kendala yang terjadi. Yang pertama, variasi kosakata yang digunakan para peserta didik masih kurang. Yang kedua berkaitan dengan situasi kelas, terkadang jika peserta didik sudah bosan dan bingung dengan materi yang diajarkan suasana kelas akan menjadi kurang kondusif.

Interviewer : Sesuai yang anda katakan tadi. Anda sudah mengajarkan penggunaan *adjective* dalam kalimat, lalu apakah pengajaran materi tentang penggunaan *adjective* dalam *text* juga sudah diajarkan?

Interviwee : Saya belum mengajarkan penggunaan *adjective* dalam *text*, baru dalam bentuk kosakata dan kalimat saja. Semester selanjutnya akan saya ajarkan dalam bentuk *descriptive text*.

Interviewer : Jadi memahami *adjective* dalam *writing* itu sangat penting ya *mrs*?

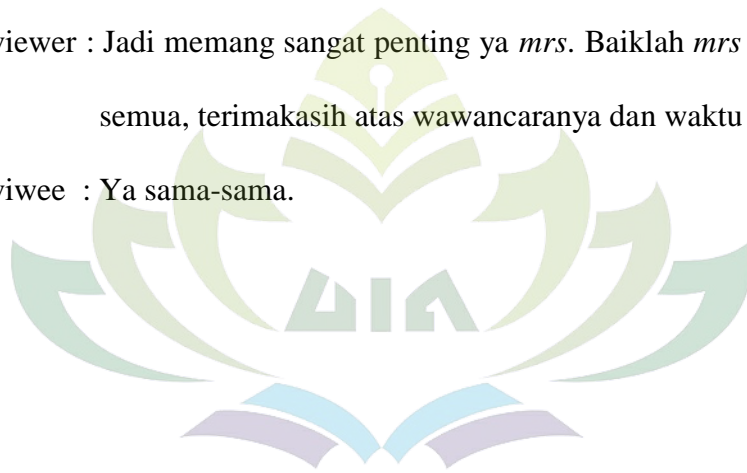
Interviwee : Ya terutama dalam menulis *descriptive text*.

Interviewer : Lalu Bagaimanakah pendapat anda mengenai pembelajaran *adjective* secara mendetail bagi para peserta didik untuk menulis *descriptive text*?

Interviewee : Seperti yang saya katakan tadi mempelajari *adjective* dalam menulis teks deskriptif itu penting. Begitu pula mempelajarinya secara lebih terperinci itu juga penting. Apalagi pengaplikasian penggunaan *adjective* dalam menulis teks deskriptif itu lebih banyak aturannya daripada penggunaan *adjective* dalam membuat kalimat. Itu akan menjadi rumit dalam penulisan teks deskriptif jika peserta didik tidak memahami penggunaan *adjective* secara detail.

Interviewer : Jadi memang sangat penting ya *mrs*. Baiklah *mrs* saya kira sudah semua, terimakasih atas wawancaranya dan waktu yang diberikan.

Interviewee : Ya sama-sama.



## Appendix 3

**Table 18**  
**The Result of Interview to English Teacher of Preliminary Research**  
**at MTs Al-Hidayah Marga Agung in the**  
**Academic Year of 2018/2019**

**Interviewer: Aprilia Imanuri**

**Interviwee : Nofriyanti, S.Pd**

**Day/Date : Saturday, December 15<sup>th</sup> 2018**

**Time : 09.00 a.m**

**Place : MTs Al-Hidayah Marga Agung**

No	Question	Answer	Conclusion
1	How is your experience in teaching English, especially in teaching writing skill in this school?	I have been taught so long in this school. I often find the same problem in learning english. especially in learning writing, students often do problem in applying grammar in writing text. such as in using tenses and parts of speech. For example the use of noun, preposition, adjective etc.	The students have problem in applying grammar, especially in using tenses and parts of speech.
2	Did you teach the material about adjective to students?	Yes, I did it, I taught adjective at the seventh grade but only in sentence.	The teacher taught adjective in sentence at the seventh grade.
3	Did the students know about types of adjective?	I only taught some types of adjective, I will continue in the second semester in details.	The students only knew some types adjective
4	How did student react in learning adjective?	Some students understood it but not at all	In learning adjective, only some students understood it.
5	Did you have obstacles in teaching learning adjective?	Yes, I have. The students do not know much about the vocabularies that they will used and the situation in the classroom is not calm when they are confused and bored.	The students have problem in knowing vocabularies and they need motivation and teaching learning process well so that they are not confused.
6	Did you teach the use of adjective in writing text?	Not yet, I just thaught the use of adjective in vocabulary and in sentence. I will teach it in the next semester in writing descriptive text.	The teacher will teach the use of adjective in writingdescriptive text in the next semester.

7	How is your opinion about the students should be learn the use of adjective in details in writing descriptive text?	It is important because the use of adjective in writing descriptive text is more complicated than in writing sentence. There are many rules to apply the use of adjective in writing descriptive text, so students need to learn the use of adjective in writing descriptive text in detail.	The students should be learn the use of adjective in descriptive text in details because it is important and complicated.
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## Appendix 4

**Table 19**  
**English Writing Score of Students VII A of MTs Al-Hidayah Marga Agung**

No	Name of Students	Male/Female	Score
1	AF	M	80
2	A J	F	60
3	AYS	M	40
4	AS	M	80
5	DF	M	100
6	DS	M	40
7	DTH	M	40
8	FN	M	60
9	INB	M	80
10	LEE	F	80
11	LAS	F	60
12	MDA	F	40
13	MA	M	100
14	MRA	M	60
15	NDS	F	40
16	NAS	M	100
17	NBA	F	60
18	RRO	M	40
19	RF	M	100
20	RA	M	80
21	RKS	M	60
22	R	F	80
23	SF	M	100
24	UM	F	80
25	YR	F	80

## Appendix 5

**Table 20**  
**English Writing Score of Students VII B of MTs Al-Hidayah Marga Agung**

No	Name of Students	Male/Female	Score
1	AOAP	F	80
2	AP	F	60
3	DKY	F	40
4	DGP	F	40
5	DAP	F	60
6	ENA	F	100
7	ES	F	20
8	FEN	F	40
9	IS	M	60
10	MA	M	60
11	MHN	M	100
12	MS	F	40
13	NLIS	F	80
14	ONFY	F	40
15	PA	F	40
16	QA	F	80
17	RVM	F	20
18	RR	M	80
19	RNL	F	40
20	TPP	M	60
21	TM	M	40
22	TSJ	M	40
23	VF	F	60
24	WP	F	60

## Appendix 6

**Table 21**  
**The Descriptive Text Writing Score at the Seventh Grade of**  
**MTs Al-Hidayah Marga Agung in the Academic Year 2018/2019**

No	Score	Class		Total	Precentage
		VII A	VII B		
1	<75	13	18	31	63.26%
2	≥75	12	6	18	36.74%
<b>Total</b>		25	24	49	100%

*Source: Document of the writing score at the Seventh Grade of  
 MTs Al-Hidayah Marga Agung in the Academic Year of 2018/2019*





## Appendix 7

### Research Instrument

Direction:

1. Write your name and class on your paper!
2. Your time allocation is 80 minutes, use your time adequately!
3. Work individually!

Instruction:

1. Write a descriptive text on your paper and the topic is about *place*!
2. Write the descriptive text consisting of minimal seven sentences!



## Appendix 8

**Table 22**  
**Data Classification of Types of Adjective**  
**in Students' Writing Descriptive Text**

Code	No	Data Classification	Total
<b>Demonstrative Adjective (Dem)</b>			
AOAP	1	<u>This</u> bedroom has a strong bed, one brown cupboard.	1
ENA	2	<u>This</u> bedroom has many cute photo.	1
	3	Beside <u>that</u> bed is cupboard.	1
MS	4	In class our the lamp <u>that</u> has four.	1
NLIS	5	My house is in a village <u>that</u> village Marga Agung Blok E.	1
ONFY	6	<u>This</u> park is wide and the flowers are colorful.	1
	7	We can keep <u>this</u> park clean.	1
QA	8	<u>This</u> house also has beautiful garden.	1
RVM	9	School <u>this</u> very vast.	1
TSJ	10	Room <u>this</u> has many computers.	1
	11	room <u>That</u> has some chairs and table.	1
WP	12	School <u>this</u> enough vast, and to 6 lassroom	1
<b>Total Per Types of Adjective</b>			<b>12</b>
<b>Percentage</b>			<b>3.76%</b>
<b>Descriptive adjective (Des)</b>			
AOAP	13	<u>Simple</u> house	1
	14	It is <u>simple</u> but i like my house	1
	15	In the back <u>big</u> farm.	1
	16	I have two bedrooms, one bathroom, a kithen and a <u>small</u> living room.	1
	17	My bedroom is <u>white</u> .	1
	18	This bedroom has a <u>strong</u> bed, one <u>brown</u> cupboard.	2
	19	It is <u>comfortable</u> room to study.	1
AP	20	It is not <u>big</u> but <u>beautiful</u> .	2
	21	There is a <u>small</u> garden in front.	1
	22	my baad room is <u>small</u> but <u>nice</u> .	2
	23	I have <u>smal</u> dsk a chair and a shef in it.	1
DKY	24	There are also have a sofa and some <u>soft</u> carpet to sit.	1
	25	its shelf is <u>tidy</u> .	1
	26	In library is very <u>comfortble</u> and <u>cold</u> .	2
DGP	27	My school is behind the <u>beautiful</u> mosque.	1
	28	My school has <u>comfortable</u> library.	1
	29	There is one canteen to buy <u>yummy</u> food.	1
	30	School also have <u>small</u> laboratory, much classrooms and yard in the back.	1
DAP	31	My House Is <u>Simple</u>	1
	32	It is not <u>big</u> but <u>beautiful</u> .	2
	33	My house is <u>clean</u> .	1
	34	I very <u>pleasant</u> with a my house	1
	35	My bedroom is <u>small</u> but <u>nice</u> .	2
ENA	36	My <u>pink</u> bedroom	1
	37	I have <u>faforite</u> room.	1

	38	Its color is <u>pink</u> .	1
	39	I love <u>pink</u> .	1
	40	My bed has picture flower <u>pink</u> .	1
	41	This bedroom has many <u>cute</u> photo.	1
	42	I have <u>pink</u> doll there.	1
	43	It color is <u>purpel</u> .	1
	44	I like my <u>pink</u> room so much.	1
ES	45	class we enough <u>big</u> .	1
	46	the is four lamp, clock, window, door, floor <u>waith</u> , wall <u>waith</u> , are blackboard are broom, are book, pencil, ruler, bag, eraser, and chair.	2
FEN	47	Itis very <u>comfortable</u> .	1
	48	In back my house i have a <u>beautiful</u> garden.	1
	49	The color flowers are <u>white, red, orange, yellow</u> and <u>pink</u> .	5
	50	The tree is <u>high</u> .	1
	51	My garden is not very <u>big</u> very big but it has many plants.	1
IS	52	My <u>favorite</u> friend is eat.	1
	53	Back canteen is <u>small</u> garden.	1
	54	Sell food, snacks and <u>cold</u> drinks.	1
	55	In canteen has <u>cold</u> reffigerator.	1
	56	Also we can buy <u>hot</u> drink.	1
MA	57	A <u>Small</u> market	1
	58	It is <u>small</u> .	1
	59	there are <u>crowded</u> .	1
	60	Many person sell vegetable, fruit, <u>new</u> cloth and <u>delicious</u> food.	2
MHN	61	My classroom is <u>simpel</u>	1
	62	It is not <u>big</u> but also not <u>small</u> .	2
	63	There are many chairs and <u>old</u> tables.	1
	65	My class is <u>clean</u> .	1
	66	Every student <u>sweep</u> the <u>dirty</u> floor.	1
MS	67	Classroom I <u>clean</u> and <u>crumbly</u> .	2
	68	Class has blackboard and <u>long</u> tables, watch, and has window in front of space classroom.	1
	69	the class room is <u>bautiful</u> .	1
NLIS	70	my bedroom is <u>small</u> but <u>nize</u> .	2
	71	In back my house to a garden and to fish pond <u>small</u> i before my house.	1
ONFY	72	This park is <u>wide</u> and the flowers are <u>colorful</u> .	2
	73	This is a <u>wonderful</u> park.	1
	74	the flauer are <u>colorful</u> .	1
	75	the butter flies are <u>pretty</u> .	1
	76	We can keep this park <u>clean</u> .	1
	77	the park is <u>beautiful</u> .	1
PA	78	My house <u>rud, green</u> and <u>blue</u> .	3
	79	My house has flower and very <u>beatiful</u> .	1
	80	and has flower very <u>beautiful</u> .	1
QA	81	<u>Big</u> house	1
	82	He have a <u>big</u> house.	1
	83	They are five <u>big</u> bedrooms, three bathrooms, one kitchen, one dining room and <u>wide</u> living room.	2
	84	bedroom is <u>green</u> , kitchen is <u>brown</u> , dining room and living room is <u>white</u> .	3

	85	This house also has <u>beautiful</u> garden.	1
RVM	86	My School Is <u>Beautiful</u>	1
	87	School this very <u>vast</u> .	1
	88	We school coloured <u>greet</u> .	1
RR	89	He is my <u>good</u> neighbor.	1
	90	His house behind me, his house is <u>big</u> .	1
	91	There is <u>small</u> yard in front.	1
	92	His house is <u>white</u> .	1
	93	There is <u>big</u> living room.	1
	94	He has <u>nice</u> television in there.	1
	95	many <u>beautiful</u> pictures there.	1
	96	He also has some bedroom, some bathroom, kitchen room and <u>cute</u> dining room.	1
RNL	97	Class i very <u>clean</u> and <u>crumbly</u> .	2
	98	Wall class we coloured <u>yellow</u> , <u>dirty</u> floor and no very <u>big</u> .	3
TPP	99	Computer room have nine tables <u>small</u> and nine desks.	1
	100	Coputer room have six <u>big</u> window and one door.	1
	101	It is my <u>favorite</u> room in school.	1
TM	102	Mr. Andika <u>Modern</u> House	1
	103	He has a <u>modern</u> house.	1
	104	And mr. Andika house has a garage car area, mr andika place car's <u>antique</u> .	1
TSJ	105	<u>Funny</u> computer room	1
	106	Computers has <u>black</u> and <u>whit</u> color.	2
	107	Color chair and tabel is <u>brown</u> .	1
	108	Floor in computer room is <u>clean</u> .	1
	109	there I am <u>comfrotable</u> .	1
VF	110	My school is <u>beautiful</u> .	1
	111	It is not <u>big</u> but <u>clean</u> .	2
	112	My class is <u>small</u> but <u>nice</u> .	2
	113	In my class have <u>small</u> desk, chair, blackboard and others.	1
	114	There is a <u>small</u> yard behind it office and laboratory side bathroom.	1
	115	It verry <u>beautiful</u> .	1
WP	116	My <u>simple</u> school	1
	117	School this enough <u>vast</u> , and to 6 classroom.	1
	118	My school to have square <u>vast</u> .	1
Total Per Types of Adjective			132
Percentage			41.38%
Distributive Adjective (Dis)			
IS	119	<u>Every</u> student and teacher eat there.	1
MHN	120	<u>Every</u> student sweep the dirty floor.	1
QA	121	<u>Every</u> room has difference colour.	1
Total Per Types of Adjective			3
Percentage			0.94%
Possessive Adjective (Pos)			
AOAP	122	It is simple but i like <u>my</u> house.	1
	123	<u>My</u> house behind the mosque.	1
	124	In front <u>my</u> friend house.	1
	125	<u>My</u> bedroom is white.	1
	126	I study in <u>my</u> living room.	1

	127	I love <u>my</u> bedroom so much	1
AP	128	<u>My</u> House	1
	129	I have a house, <u>my</u> house is in a village marga agung.	1
	130	<u>My</u> house has some rooms.	1
	131	I have a table and three chairs in <u>my</u> living room.	1
	132	<u>my</u> baad room is small but nice.	1
	133	I like <u>my</u> house very much.	1
DKY	134	<u>Its</u> room is cream and chocolate.	1
DGP	135	<u>My</u> school	1
	136	<u>My</u> school is behind the beautiful mosque.	1
	137	<u>My</u> school has comfortable library.	1
	138	I like <u>my</u> school.	1
DAP	139	<u>My</u> House Is Simple	1
	140	<u>My</u> house is in a village.	1
	141	<u>My</u> house has some rooms.	1
	142	<u>My</u> house is clean.	1
	143	I very pleasant with a <u>my</u> house	1
	144	<u>My</u> bedroom is small but nice.	1
	145	I like <u>my</u> house very much	1
ENA	146	<u>My</u> pink bedroom	1
	147	I live with <u>my</u> parent.	1
	148	That is <u>may</u> bedroom.	1
	149	<u>Its</u> coloris pink.	1
	150	<u>My</u> bed has picture flower pink.	1
	151	front <u>my</u> bedroom is living room.	1
	152	<u>My</u> bedroom has two window and one door.	1
	153	I like <u>my</u> pink room so much.	1
ES	154	<u>My</u> class is infront the laboratory.	1
	155	<u>My</u> class has twenty five table.	1
	156	School <u>my</u> in blok C <sup>2</sup> lampung selatan	1
FEN	157	<u>My</u> garden	1
	158	In back <u>my</u> house i have a beautiful garden.	1
	159	<u>My</u> garden is not very big but it has many plants.	1
IS	160	<u>My</u> favorite friend is eat.	1
	161	He alwaiys go to canteen in <u>our</u> school.	1
	162	<u>His</u> name pratama.	1
	163	<u>Our</u> canteen behind <u>our</u> school.	2
MA	164	In <u>my</u> village has a market.	1
	165	<u>Its</u> position is near with school there.	1
	166	it is bihind <u>my</u> house.	1
	167	<u>My</u> mother always go to market to buy something everyday.	1
MHN	168	<u>My</u> classroom is simpel	1
	169	<u>My</u> name is haqin.	1
	170	<u>My</u> class is VII B.	1
	171	<u>My</u> class is clean.	1
	172	<u>My</u> classroom has shelf in front.	1
	173	I like study in <u>my</u> classroom.	1
MS	174	<u>My</u> class in front the laboratry.	1
	175	In class <u>our</u> the lamp that has four.	1
NLIS	176	<u>My</u> house	1
	177	<u>My</u> house is in a village that village Marga Agung Blok E.	1
	178	<u>My</u> house has some rooms.	1

	179	I have a table and chairs in <u>my</u> living room.	1
	180	<u>my</u> bedroom is small but nize.	1
	181	In back <u>my</u> house to a garden and to fish pond small i before <u>my</u> house.	2
	182	I like <u>my</u> house very much.	1
ONFY	183	<u>My</u> Park	1
PA	184	<u>my</u> house	1
	185	<u>My</u> house in Desa marga agung.	1
	186	<u>My</u> house rud, green and blue.	1
	187	<u>my</u> house has three bed.	1
	188	<u>My</u> has ketchen and bathroom.	1
	189	<u>My</u> has two batroom.	1
	190	<u>My</u> house has lower and very beatiful.	1
QA	191	<u>His</u> house in blok c.	1
	192	<u>his</u> house has many rooms.	1
	193	I like play to <u>my</u> uncle house.	1
RVM	194	<u>My</u> School Is Beautiful	1
	195	<u>My</u> name is Rahma.	1
	196	<u>My</u> school is on street blok c II, marga agung.	1
RR	197	He is <u>my</u> good neighbor.	1
	198	<u>His</u> house behind me, <u>his</u> house is big.	2
	199	<u>His</u> house is white.	1
RNL	200	<u>My</u> classroom	1
TPP	201	<u>My</u> name is Tegar.	1
	202	<u>My</u> school in <u>my</u> village.	2
	203	<u>My</u> school have many rooms.	1
	204	computer room is front <u>my</u> classroom.	1
	205	It is <u>my</u> favorite room in school.	1
TM	206	I have a table and five chairs in <u>my</u> living room.	1
TSJ	207	In <u>my</u> school there is computer room.	1
VF	208	<u>My</u> school	1
	209	<u>My</u> school is beautiful.	1
	210	<u>His</u> school is on village marga agung blok c 1.	1
	211	<u>My</u> school has six class.	1
	212	<u>My</u> class is small but nice.	1
	213	In <u>my</u> class have small desk, chair, blackboard and others.	1
WP	214	<u>My</u> simple school	1
	215	<u>My</u> name is wenning.	1
	216	<u>My</u> school is on in course marga agung blok c 2.	1
	217	<u>My</u> school to have square vast.	1
Total Per Types of Adjective			100
Percentage			31.35%
Proper Adjective (Pro)			
MHN	218	There are many books, example <u>english</u> book, dictionary, math book, <u>Arabic</u> book and Al-Qur'an.	2
Total Per Types of Adjective			2
Percentage			0.63%
Numeral Adjective (Num)			
AOAP	219	I have <u>two</u> bedrooms, <u>one</u> bathroom, a kithen and a small living room.	2
	220	This bedroom has a strong bed, <u>one</u> brown cupboard.	1
AP	221	My house has <u>some</u> rooms.	1
	222	They are a living room, <u>four</u> bedroom, a kichen, a study	1

		room, and dining room.	
	223	I have a table and <u>three</u> chairs in my living room.	1
	224	three are <u>a lot of</u> books in the shelf.	1
DKY	225	In the school has <u>many</u> rooms.	1
	226	The <u>one</u> from all is library.	1
	227	In library there are <u>much</u> books.	1
	228	There are also have a sofa and <u>some</u> soft carpet to sit.	1
	229	We see <u>many</u> shelf book there.	1
DGP	230	it also have <u>one</u> office for teachers.	1
	231	There is <u>one</u> canteen to buy yummy food.	1
	232	School also have small laboratory, <u>much</u> classrooms and yard in the back.	1
DAP	234	My house has <u>some</u> rooms.	1
	235	They are a living room, <u>two</u> bedrooms, a kitchen, a bathroom and a dining room.	1
	236	I have <u>four</u> chairs and a table in living room.	1
ENA	237	In house has <u>much</u> rooms.	1
	238	This bedroom has <u>many</u> cute photo.	1
	239	I <u>less</u> like it.	1
	240	My bedroom has <u>two</u> window and <u>one</u> door.	2
ES	241	My class has <u>twenty five</u> table.	1
	242	the is <u>four</u> lamp, clock, window, door, floor waith, wall wait, are blackboard are broom, are book, pencil, ruler, bag, eraser, and chair.	1
FEN	243	There is <u>some</u> type flowers.	1
	244	There is also <u>some</u> tree.	1
	245	My garden is not very big but it has <u>many</u> plants.	1
IS	246	There ae <u>many</u> seller.	1
	247	<u>Some</u> seller use bycycle to sell.	1
MA	248	thre are <u>some</u> stores.	1
	249	<u>Many</u> person sell vegetable, fruit, new cloth and delicious food.	1
MHN	250	There are <u>many</u> chairs and old tables.	1
	251	There are <u>many</u> books, example english book, dictionary, math book, Arabic book and Al-Qur'an.	1
MS	252	In class our the lamp that has <u>four</u> .	1
NLIS	253	My house has <u>some</u> rooms.	1
	256	They are a living room, <u>three</u> bedrooms, a kitchen, a bathroom, a kitchen, and a bathroom.	1
ONFY	257	Hav chair in <u>many</u> park.	1
PA	258	my house has <u>three</u> bed.	1
	259	My has <u>two</u> bathroom.	1
QA	260	his house has <u>many</u> rooms.	1
	261	They are <u>five</u> big bedrooms, <u>three</u> bathrooms, <u>one</u> kitchen, <u>one</u> dining room and wide living room.	4
	262	<u>many</u> flowers there.	1
RR	263	In the living room has <u>two</u> table and <u>four</u> sofa.	2
	264	<u>many</u> beautiful pictures there.	1
	265	He also has <u>some</u> bedroom, <u>some</u> bathroom, kitchen room and cute dining room.	2
RNL	266	In class i has <u>twenty five</u> table and <u>twenty five</u> chair.	2
	267	In class i also has <u>many</u> decorate.	1
TPP	268	My school have <u>many</u> rooms.	1



	269	Computer room have <u>nine</u> tables small and <u>nine</u> desks.	2
	270	Coputer room have <u>six</u> big window and <u>one</u> door.	2
TM	271	Mr. Andika house has <u>some</u> is house.	1
	272	<u>Three</u> bedrooms, a kitcen, a bethroom and a dining room.	1
	273	I have a table and <u>five</u> chairs in my living room.	1
TSJ	274	Room this has <u>many</u> computers.	1
	275	room That has <u>some</u> chairs and table.	1
	276	Front coputer room has <u>some</u> flowers.	1
VF	277	My school has <u>six</u> class.	1
	278	In a library has there is <u>some</u> books.	1
WP	279	School this enough vast, and to <u>6</u> lassroom.	1
	280	In there to a principal, teacher room, mosque, laboratory, computer room, office room, <u>1</u> toilet, library room, park place.	1
	281	and in there to <u>1</u> canteen for students and teacher to buy a eat and a drink.	1
<b>Total Per Types of Adjective</b>			<b>70</b>
<b>Percentage</b>			<b>21.94%</b>



## Appendix 9

**Table 23**  
**Data Classification of the Use of Adjective**  
**In Students' Writing Descriptive Text**

No	Data Classification	Function of Adjective	Explanations
	<b>Demonstrative Adjective (Dem)</b>		
1	<u>This</u> bedroom has a strong bed, one brown cupboard.	AAF	This adjective obeyed the rules of demonstrative adjective and its function.
2	<u>This</u> bedroom has many cute photo.	AAF	This adjective obeyed the rules of demonstrative adjective and its function.
3	Beside <u>that</u> bed is cupboard.	AAF	This adjective obeyed the rules of demonstrative adjective and its function.
4	In class our the lamp <u>that</u> has four.	AAF	The demonstrative adjective should be put before the noun.
5	My house is in a village <u>that</u> village Marga Agung Blok E.	AAF	This adjective obeyed the rules of demonstrative adjective and its function but before the adjective need to add a point because there was two sentences.
6	<u>This</u> park is wide and the flowers are colorful.	AAF	This adjective obeyed the rules of demonstrative adjective and its function.
7	We can keep <u>this</u> park clean.	AAF	This adjective obeyed the rules of demonstrative adjective and its function.
8	<u>This</u> house also has beautiful garden.	AAF	This adjective obeyed the rules of demonstrative adjective and its function.
9	School <u>this</u> very vast.	AAF	The demonstrative adjective should be put before the noun.
10	Room <u>this</u> has many computers.	AAF	The demonstrative adjective should be put before the noun.
11	room <u>That</u> has some chairs and table.	AAF	The demonstrative adjective should be put before the noun.
12	School <u>this</u> enough vast, and to 6 lassroom	AAF	The demonstrative adjective should be put before the noun.
	<b>Descriptive adjective (Des)</b>		
13	<u>Simple</u> house	AAF	This adjective followed the rules of descriptive adjective and its function.
14	It is <u>simple</u> but i like my house	APF	This adjective followed the rules of descriptive adjective and its function.
15	In the back <u>big</u> farm.	AAF	This adjective followed the rules of descriptive adjective and its function.

16	I have two bedrooms, one bathroom, a kitchen and a <u>small</u> living room.	AAF	This adjective followed the rules of descriptive adjective and its function.
17	My bedroom is <u>white</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
18	This bedroom has a <u>strong</u> bed, one <u>brown</u> cupboard.	AAF	These adjectives followed the rules of descriptive adjective and its function.
19	It is <u>comfortable</u> room to study.	PAF	This adjective followed the rules of descriptive adjective and its function.
20	It is not <u>big</u> but <u>beautiful</u> .	PAF	These adjectives followed the rules of descriptive adjective and its function.
21	There is a <u>small</u> garden in front.	AAF	This adjective followed the rules of descriptive adjective and its function.
22	my baad room is <u>small</u> but <u>nice</u> .	PAF	These adjectives followed the rules of descriptive adjective and its function but the student should change <i>baad</i> into <i>bath</i> or <i>bed</i> based on her object because <i>baad</i> does not meaning.
23	I have <u>smal</u> dsk a chair and a shaf in it.	AAF	This adjective followed the rules of descriptive adjective and its function but the student should add letter <i>l</i> at the end of adjective.
24	There are also have a sofa and some <u>soft</u> carpet to sit.	AAF	This adjective followed the rules of descriptive adjective and its function.
25	its shelf is <u>tidy</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
26	In library is very <u>comfortble</u> and <u>cold</u> .	PAF	The student should add the letter <i>a</i> after <i>t</i> letter so that into <i>comfortable</i> .
27	My school is behind the <u>beautiful</u> mosque.	AAF	This adjective followed the rules of descriptive adjective and its function.
28	My school has <u>comfortable</u> library.	AAF	This adjective followed the rules of descriptive adjective and its function.
29	There is one canteen to buy <u>yummy</u> food.	AAF	This adjective followed the rules of descriptive adjective and its function.
30	School also have <u>small</u> laboratory, much classrooms and yard in the back.	AAF	This adjective followed the rules of descriptive adjective and its function but student should change <i>have</i> into <i>has</i> .
31	My House Is <u>Simple</u>	PAF	This adjective followed the rules of descriptive adjective and its function.

32	It is not <u>big</u> but <u>beautiful</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
33	My house is <u>clean</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
34	I very <u>pleasant</u> with a my house	PAF	The adjective should be added predicate <i>am</i> before adjective..
35	My bedroom is <u>small</u> but <u>nice</u> .	PAF	These adjectives followed the rules of descriptive adjective and its function.
36	My <u>pink</u> bedroom	AAF	This adjective followed the rules of descriptive adjective and its function.
37	I have <u>faforite</u> room.	AAF	This adjective followed the rules of descriptive adjective and its function but the student should change the letter <i>f</i> into <i>v</i> in the middle of adjective.
38	Its coloris <u>pink</u> .	PAF	The student should give space between the word of <i>color</i> and <i>is</i> .
39	I love <u>pink</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
40	My bed has picture flower <u>pink</u> .	AAF	The student should put the adjective before the noun.
41	This bedroom has many <u>cute</u> photo.	AAF	This adjective followed the rules of descriptive adjective and its function.
42	I have <u>pink</u> doll there.	AAF	This adjective followed the rules of descriptive adjective and its function.
43	It color is <u>purpel</u> .	APF	This adjective followed the rules of descriptive adjective and its function.
44	I like my <u>pink</u> room so much.	AAF	This adjective followed the rules of descriptive adjective and its function.
45	class we enough <u>big</u> .	PAF	The adjective should be added predicate <i>is</i> before adjective into <i>our class is big enough</i> .
46	the is four lamp, clock, window, door, floor <u>waith</u> , wall <u>waith</u> , are blackboard are broom, are book, pencil, ruler, bag, eraser, and chair.	AAF	The student should put the adjective before the noun and she should write <i>white</i> . It is not <i>waith</i> .
47	Itis very <u>comfortable</u> .	PAF	The student should give space between the word of <i>it</i> and <i>is</i> .
48	In back my house i have a <u>beautiful</u> garden.	AAF	This adjective followed the rules of descriptive adjective and its function.
49	The color flowers are <u>white</u> , <u>red</u> , <u>orange</u> , <u>yellow</u> and <u>pink</u> .	PAF	These adjectives followed the rules of descriptive adjective and its function.
50	The tree is <u>high</u> .	PAF	This adjective followed the

			rules of descriptive adjective and its function.
51	My garden is not very <u>big</u> very big but it has many plants.	PAF	This adjective followed the rules of descriptive adjective and its function but the student wrote <i>very big</i> twice. She should write once.
52	My <u>favorite</u> friend is eat.	AAF	This adjective followed the rules of descriptive adjective and its function.
53	Back canteen is <u>small</u> garden.	PAF	This adjective followed the rules of descriptive adjective and its function.
54	Sell food, snacks and <u>cold</u> drinks.	AAF	This adjective followed the rules of descriptive adjective and its function.
55	In canteen has <u>cold</u> refrigerator.	AAF	This adjective followed the rules of descriptive adjective.
56	Also we can buy <u>hot</u> drink.	AAF	This adjective followed the rules of descriptive adjective and its function.
57	A <u>Small</u> market	AAF	This adjective followed the rules of descriptive adjective and its function.
58	It is <u>small</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
59	there are <u>crowded</u> .	PAF	The student should use <i>is</i> as predicate because <i>there</i> explains a market.
60	Many person sell vegetable, fruit, <u>new</u> cloth and <u>delicious</u> food.	AAF	These adjectives followed the rules of descriptive adjective and its function.
61	My classroom is <u>simple</u>	PAF	This adjective followed the rules of descriptive adjective and its function.
62	It is not <u>big</u> but also not <u>small</u> .	PAF	These adjectives followed the rules of descriptive adjective and its function.
63	There are many chairs and <u>old</u> tables.	AAF	This adjective followed the rules of descriptive adjective and its function.
65	My class is <u>clean</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
66	Every student sweep the <u>dirty</u> floor.	AAF	This adjective followed the rules of descriptive adjective and its function.
67	Classroom i <u>clean</u> and <u>crumbly</u> .	PAF	The student should use predicate <i>is</i> before the two adjectives.
68	Class has blackboard and <u>long</u> tables, watch, and has window in front of space classroom.	AAF	This adjective followed the rules of descriptive adjective and its function.
69	the class room is <u>bautiful</u> .	PAF	the student should add letter <i>e</i>

			after letter <i>b</i> into <i>beautiful</i> .
70	my bedroom is <u>small</u> but <u>nize</u> .	PAF	The student should use <i>c</i> as the middle letter of <i>nice</i> .
71	In back my house to a garden and to fish pond <u>small</u> i before my house.	AAF	The student should put the adjective before the noun.
72	This park is <u>wide</u> and the flowers are <u>colorful</u> .	PAF	These adjectives followed the rules of descriptive adjective and its function.
73	This is a <u>wonderful</u> park.	AAF	This adjective followed the rules of descriptive adjective and its function.
74	the flower are <u>colorful</u> .	PAF	The student should apply predicate <i>is</i> . It is not <i>are</i> because the <i>flower</i> is singular noun.
75	the butter flies are <u>pretty</u> .	PAF	This adjective followed the rules of descriptive adjective and its function but the student should not give space between <i>butter</i> and <i>flies</i> .
76	We can keep this park <u>clean</u> .	AAF	The student should put the adjective before the noun.
77	the park is <u>beautiful</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
78	My house <u>rud</u> , <u>green</u> and <u>blue</u> .	PAF	The student needs to add <i>are</i> as predicate before the adjectives and she needs to change letter <i>u</i> in <i>rud</i> into <i>red</i> .
79	My house has flower and very <u>beatiful</u> .	AAF	The student should not use the conjunction <i>and</i> between the noun and adjective. She should put the adjective before noun and she should add letter <i>u</i> in adjective into <i>beautiful</i> .
80	and has flower very <u>beautiful</u> .	AAF	The student should put the adjective before noun but for this sentence the student only repeated the sentence before.
81	<u>Big</u> house	AAF	This adjective followed the rules of descriptive adjective and its function.
82	He have a <u>big</u> house.	AAF	This adjective followed the rules of descriptive adjective and its function.
83	They are five <u>big</u> bedrooms, three bathrooms, one kitchen, one dining room and <u>wide</u> living room.	AAF	These adjectives followed the rules of descriptive adjective and its function.
84	bedroom is <u>green</u> , kitchen is <u>brown</u> , dining room and living room is <u>white</u> .	PAF	The student should use <i>are</i> as predicate because the color adjective <i>white</i> modified two nouns before.
85	This house also has <u>beautiful</u> garden.	AAF	This adjective followed the rules of descriptive adjective and its function.

86	My School Is <u>Beautiful</u>	PAF	This adjective followed the rules of descriptive adjective and its function.
87	School this very <u>vast</u> .	PAF	The student should add <i>is</i> before the adjective as the predicate.
88	We school coloured <u>greet</u> .	PAF	The student should use <i>n</i> as the last letter of green. It is not <u>greet</u> .
89	He is my <u>good</u> neighbor.	PAF	This adjective followed the rules of descriptive adjective and its function.
90	His house behind me, his house is <u>big</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
91	There is <u>small</u> yard in front.	AAF	This adjective followed the rules of descriptive adjective and its function.
92	His house is <u>white</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
93	There is <u>big</u> living room.	PAF	This adjective followed the rules of descriptive adjective and its function.
94	He has <u>nice</u> television in there.	AAF	This adjective followed the rules of descriptive adjective and its function.
95	many <u>beautiful</u> pictures there.	AAF	This adjective followed the rules of descriptive adjective and its function.
96	He also has some bedroom, some bathroom, kitchen room and <u>cute</u> dining room.	AAF	This adjective followed the rules of descriptive adjective and its function.
97	Class i very <u>clean</u> and <u>crumbly</u> .	PAF	The student should use <i>is</i> as predicate before the two adjectives.
98	Wall class we coloured <u>yellow</u> , <u>dirty</u> floor and no very <u>big</u> .	PAF	The student should use the noun and predicate <i>is</i> before the adjective into <i>it is not very big</i> .
99	Computer room have nine tables <u>small</u> and nine desks.	AAF	The student should put the adjective before the noun.
100	Coputer room have six <u>big</u> window and one door.	AAF	This adjective followed the rules of descriptive adjective and its function.
101	It is my <u>favorite</u> room in school.	AAF	This adjective followed the rules of descriptive adjective and its function.
102	Mr. Andika <u>Modern</u> House	AAF	This adjective followed the rules of descriptive adjective and its function but to complete the sentence the student should add 's to indicate possession of house.
103	He has a <u>modern</u> house.	AAF	This adjective followed the



			rules of descriptive adjective and its function.
104	And mr. Andika house has a garage car area, mr andika place car's <u>antique</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
105	<u>Funny</u> computer room	AAF	This adjective followed the rules of descriptive adjective and its function.
106	Computers has <u>black</u> and <u>whit</u> color.	AAF	The student should add the letter <i>e</i> at the end of white.
107	Color chair and tabel is <u>brown</u> .	PAF	The student should use predicate <i>are</i> because the nouns are plural. It is not use <i>is</i> .
108	Floor in computer room is <u>clean</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
109	there I am <u>comfrotable</u> .	PAF	The student should write <i>comfortable</i> .
110	My school is <u>beautiful</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
111	It is not <u>big</u> but <u>clean</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
112	My class is <u>small</u> but <u>nice</u> .	PAF	This adjective followed the rules of descriptive adjective and its function.
113	In my class have <u>small</u> desk, chair, blackboard and others.	AAF	This adjective followed the rules of descriptive adjective and its function.
114	There is a <u>small</u> yard behind it office and laboratory side bathroom.	AAF	This adjective followed the rules of descriptive adjective and its function.
115	It verry <u>beautiful</u> .	PAF	The student should add <i>is</i> as predicate into <i>it is very beautiful</i> .
116	My <u>simple</u> school	AAF	This adjective followed the rules of descriptive adjective and its function.
117	School this enough <u>vast</u> , and to 6 classroom.	PAF	The student should add <i>is</i> as predicate before the adjective.
118	My school to have square <u>vast</u> .	AAF	The student should write the descriptive adjective before the noun.
	<b>Distributive Adjective (Dis)</b>		
119	<u>Every</u> student and teacher eat there.	AAF	This adjective was applied based on the rules of distributive adjective and its function.
120	<u>Every</u> student sweep the dirty floor.	AAF	This adjective obeyed the rules of distributive adjective and its function.
121	<u>Every</u> room has difference colour.	AAF	This adjective followed the

			rules of distributive adjective and its function.
	<b>Possessive Adjective (Pos)</b>		
122	It is simple but i like <u>my</u> house.	AAF	This adjective obeyed the rules of possessive adjective and its function.
123	<u>My</u> house behind the mosque.	AAF	This adjective obeyed the rules of possessive adjective and its function.
124	In front <u>my</u> friend house.	AAF	This adjective obeyed the rules of possessive adjective and its function.
125	<u>My</u> bedroom is white.	AAF	This adjective obeyed the rules of possessive adjective and its function.
126	I study in <u>my</u> living room.	AAF	This adjective obeyed the rules of possessive adjective and its function.
127	I love <u>my</u> bedroom so much	AAF	This adjective obeyed the rules of possessive adjective and its function.
128	<u>My</u> House	AAF	This adjective obeyed the rules of possessive adjective and its function.
129	I have a house, <u>my</u> house is in a village marga agung.	AAF	This adjective obeyed the rules of possessive adjective and its function.
130	<u>My</u> house has some rooms.	AAF	This adjective obeyed the rules of possessive adjective and its function.
131	I have a table and three chairs in <u>my</u> living room.	AAF	This adjective obeyed the rules of possessive adjective and its function.
132	<u>my</u> baad room is small but nice.	AAF	These adjectives followed the rules of descriptive adjective and its function but the student should change <i>baad</i> into <i>bath</i> or <i>bed</i> based on her object because <i>baad</i> does not have meaning.
133	I like <u>my</u> house very much.	AAF	This adjective obeyed the rules of possessive adjective and its function.
134	<u>Its</u> room is cream and chocolate.	AAF	This adjective obeyed the rules of possessive adjective and its function.
135	<u>My</u> school	AAF	This adjective obeyed the rules of possessive adjective and its function.
136	<u>My</u> school is behind the beautiful mosque.	AAF	This adjective obeyed the rules of possessive adjective and its function.
137	<u>My</u> school has comfortable library.	AAF	This adjective obeyed the rules of possessive adjective and its function.

138	I like <u>my</u> school.	AAF	This adjective obeyed the rules of possessive adjective and its function.
139	<u>My</u> House Is Simple	AAF	This adjective obeyed the rules of possessive adjective and its function.
140	<u>My</u> house is in a village.	AAF	This adjective obeyed the rules of possessive adjective and its function.
141	<u>My</u> house has some rooms.	AAF	This adjective obeyed the rules of possessive adjective and its function.
142	<u>My</u> house is clean.	AAF	This adjective obeyed the rules of possessive adjective and its function.
143	I very pleasant with a <u>my</u> house	AAF	This adjective obeyed the rules of possessive adjective and its function.
144	<u>My</u> bedroom is small but nice.	AAF	This adjective obeyed the rules of possessive adjective and its function.
145	I like <u>my</u> house very much	AAF	This adjective obeyed the rules of possessive adjective and its function.
146	<u>My</u> pink bedroom	AAF	This adjective obeyed the rules of possessive adjective and its function.
147	I live with <u>my</u> parent.	AAF	This adjective obeyed the rules of possessive adjective and its function.
148	That is <u>may</u> bedroom.	AAF	The student should write my, if write may. It does not mean to possession.
149	<u>Its</u> coloris pink.	AAF	The student should give space between <i>color</i> and <i>is</i> .
150	<u>My</u> bed has picture flower pink.	AAF	This adjective obeyed the rules of possessive adjective and its function.
151	front <u>my</u> bedroom is living room.	AAF	This adjective obeyed the rules of possessive adjective and its function.
152	<u>My</u> bedroom has two window and one door.	AAF	This adjective obeyed the rules of possessive adjective and its function.
153	I like <u>my</u> pink room so much.	AAF	This adjective obeyed the rules of possessive adjective and its function.
154	<u>My</u> class is infront the laboratory.	AAF	This adjective obeyed the rules of possessive adjective and its function.
155	<u>My</u> class has twenty five table.	AAF	This adjective obeyed the rules of possessive adjective and its function.
156	School <u>my</u> in blok C <sup>2</sup> lampung selatan	AAF	The student should put the possessive adjective before the

			noun.
157	<u>My</u> garden	AAF	This adjective obeyed the rules of possessive adjective and its function.
158	In back <u>my</u> house i have a beautiful garden.	AAF	This adjective obeyed the rules of possessive adjective and its function.
159	<u>My</u> garden is not very big but it has many plants.	AAF	This adjective obeyed the rules of possessive adjective and its function.
160	<u>My</u> favorite friend is eat.	AAF	This adjective obeyed the rules of possessive adjective and its function.
161	He alwaiys go to canteen in <u>our</u> school.	AAF	This adjective obeyed the rules of possessive adjective and its function.
162	<u>His</u> name pratama.	AAF	This adjective obeyed the rules of possessive adjective and its function but the student should add predicate <i>is</i> after name.
163	<u>Our</u> canteen behind <u>our</u> school.	AAF	This adjective obeyed the rules of possessive adjective and its function.
164	In <u>my</u> village has a market.	AAF	This adjective obeyed the rules of possessive adjective and its function.
165	<u>Its</u> position is near with school there.	AAF	This adjective obeyed the rules of possessive adjective and its function.
166	it is bihind <u>my</u> house.	AAF	This adjective obeyed the rules of possessive adjective and its function.
167	<u>My</u> mother always go to market to buy something everyday.	AAF	This adjective obeyed the rules of possessive adjective and its function.
168	<u>My</u> classroom is simpel	AAF	This adjective obeyed the rules of possessive adjective and its function.
169	<u>My</u> name is haqin.	AAF	This adjective obeyed the rules of possessive adjective and its function.
170	<u>My</u> class is VII B.	AAF	This adjective obeyed the rules of possessive adjective and its function.
171	<u>My</u> class is clean.	AAF	This adjective obeyed the rules of possessive adjective and its function.
172	<u>My</u> classroom has shelf in front.	AAF	This adjective obeyed the rules of possessive adjective and its function.
173	I like study in <u>my</u> classroom.	AAF	This adjective obeyed the rules of possessive adjective and its function.
174	<u>My</u> class in front the laboratry.	AAF	This adjective obeyed the

			rules of possessive adjective and its function.
175	In class <u>our</u> the lamp that has four.	AAF	The student should write this adjective before the noun into <i>in our class</i> .
176	<u>My</u> house	AAF	This adjective obeyed the rules of possessive adjective and its function.
177	<u>My</u> house is in a village that village Marga Agung Blok E.	AAF	This adjective obeyed the rules of possessive adjective and its function.
178	<u>My</u> house has some rooms.	AAF	This adjective obeyed the rules of possessive adjective and its function.
179	I have a table and chairs in <u>my</u> living room.	AAF	This adjective obeyed the rules of possessive adjective and its function.
180	<u>my</u> bedroom is small but nize.	AAF	This adjective obeyed the rules of possessive adjective and its function.
181	In back <u>my</u> house to a garden and to fish pond small i before <u>my</u> house.	AAF	These adjectives obeyed the rules of possessive adjective and its function.
182	I like <u>my</u> house very much.	AAF	This adjective obeyed the rules of possessive adjective and its function.
183	<u>My</u> Park	AAF	This adjective obeyed the rules of possessive adjective and its function.
184	<u>my</u> house	AAF	This adjective obeyed the rules of possessive adjective and its function.
185	<u>My</u> house in Desa marga agung.	AAF	This adjective obeyed the rules of possessive adjective and its function.
186	<u>My</u> house rud, green and blue.	AAF	This adjective obeyed the rules of possessive adjective and its function.
187	<u>my</u> house has three bed.	AAF	This adjective obeyed the rules of possessive adjective and its function.
188	<u>My</u> has ketchen and bathroom.	AAF	The student should write the noun after possessive adective.
189	<u>My</u> has two batroom.	AAF	The student should write the noun after possessive adective.
190	<u>My</u> house has lower and very beatiful.	AAF	This adjective obeyed the rules of possessive adjective and its function.
191	<u>His</u> house in blok c.	AAF	This adjective obeyed the rules of possessive adjective and its function.
192	<u>his</u> house has many rooms.	AAF	This adjective obeyed the rules of possessive adjective and its function.
193	I like play to <u>my</u> uncle house.	AAF	This adjective obeyed the

			rules of possessive adjective and its function.
194	<u>My</u> School Is Beautiful	AAF	This adjective obeyed the rules of possessive adjective and its function.
195	<u>My</u> name is Rahma.	AAF	This adjective obeyed the rules of possessive adjective and its function.
196	<u>My</u> school is on street blok c II, marga agung.	AAF	This adjective obeyed the rules of possessive adjective and its function.
197	He is <u>my</u> good neighbor.	AAF	This adjective obeyed the rules of possessive adjective and its function.
198	<u>His</u> house behind me, <u>his</u> house is big.	AAF	These adjectives obeyed the rules of possessive adjective and its function.
199	<u>His</u> house is white.	AAF	This adjective obeyed the rules of possessive adjective and its function.
200	<u>My</u> classroom	AAF	This adjective obeyed the rules of possessive adjective and its function.
201	<u>My</u> name is Tegar.	AAF	This adjective obeyed the rules of possessive adjective and its function.
202	<u>My</u> school in <u>my</u> village.	AAF	This adjective obeyed the rules of possessive adjective and its function.
203	<u>My</u> school have many rooms.	AAF	This adjective obeyed the rules of possessive adjective and its function.
204	computer room is front <u>my</u> classroom.	AAF	This adjective obeyed the rules of possessive adjective and its function.
205	It is <u>my</u> favorite room in school.	AAF	This adjective obeyed the rules of possessive adjective and its function.
206	I have a table and five chairs in <u>my</u> living room.	AAF	This adjective obeyed the rules of possessive adjective and its function.
207	In <u>my</u> school there is computer room.	AAF	This adjective obeyed the rules of possessive adjective and its function.
208	<u>My</u> school	AAF	This adjective obeyed the rules of possessive adjective and its function.
209	<u>My</u> school is beautiful.	AAF	This adjective obeyed the rules of possessive adjective and its function.
210	<u>His</u> school is on village marga agung blok c 1.	AAF	This adjective obeyed the rules of possessive adjective and its function.
211	<u>My</u> school has six class.	AAF	This adjective obeyed the rules of possessive adjective

			and its function.
212	<u>My</u> class is small but nice.	AAF	This adjective obeyed the rules of possessive adjective and its function.
213	In <u>my</u> class have small desk, chair, blackboard and others.	AAF	This adjective obeyed the rules of possessive adjective and its function.
214	<u>My</u> simple school	AAF	This adjective obeyed the rules of possessive adjective and its function.
215	<u>My</u> name is wenning.	AAF	This adjective obeyed the rules of possessive adjective and its function.
216	<u>My</u> school is on in course marga agung blok c 2.	AAF	This adjective obeyed the rules of possessive adjective and its function.
217	<u>My</u> school to have square vast.	AAF	This adjective obeyed the rules of possessive adjective and its function.
	<b>Proper Adjective (Pro)</b>		
218	There are many books, example <u>english</u> book, dictionary, math book, <u>Arabic</u> book and Al-Qur'an.	AAF	The student should use the capital letter in the beginning letter of proper adjective into <i>English</i> .
	<b>Numeral Adjective (Num)</b>		
219	I have <u>two</u> bedrooms, <u>one</u> bathroom, a kithen and a small living room.	AAF	These adjectives followed the rules of numeral adjective and its function.
220	This bedroom has a strong bed, <u>one</u> brown cupboard.	AAF	This adjective followed the rules of numeral adjective and its function.
221	My house has <u>some</u> rooms.	AAF	This adjective followed the rules of numeral adjective and its function.
222	They are a living room, <u>four</u> bedroom, a kichen, a study room, adn dining room.	AAF	The student should add suffiix <i>-s</i> in <i>bedroom</i> because this adjective needs plural noun.
223	I have a table and <u>three</u> chairs in my living room.	AAF	This adjective followed the rules of numeral adjective and its function.
224	three are <u>a lot of</u> books in the helf.	AAF	This adjective followed the rules of numeral adjective and its function.
225	In the school has <u>many</u> rooms.	AAF	This adjective followed the rules of numeral adjective and its function.
226	The <u>one</u> from all is library.	AAF	The student should use <i>of</i> to <i>change</i> from.
227	In library there are <u>much</u> books.	AAF	The student should use many because book are countable noun.
228	There are also have a sofa and <u>some</u> soft carpet to sit.	AAF	The student should use plural noun into <i>carpets</i> .
229	We see <u>many</u> shelf book there.	AAF	The student should use plural



			noun into <i>shelves</i> .
230	it also have <u>one</u> officce for teachers.	AAF	This adjective followed the rules of numeral adjective and its function but the student should use <i>office</i> . It is not <i>officce</i> .
231	There is <u>one</u> canteen to buy yummy food.	AAF	This adjective followed the rules of numeral adjective and its function.
232	School also have small laboratory, <u>much</u> classrooms and yard in the back.	AAF	The student should use <i>many</i> for qualify countable noun
234	My house has <u>some</u> rooms.	AAF	This adjective followed the rules of numeral adjective and its function.
235	They are a living room, <u>two</u> bedrooms, a kitchen, a bathroom and a dining room.	AAF	This adjective followed the rules of numeral adjective and its function.
236	I have <u>four</u> chairs and a table in living room.	AAF	This adjective followed the rules of numeral adjective and its function.
237	In house has <u>much</u> rooms.	AAF	The student sould use <i>many</i> because the nouns are cuntable noun.
238	This bedroom has <u>many</u> cute photo.	AAF	The student should add suffix <i>-s</i> after the <i>photo</i> .
239	I <u>less</u> like it.	PAF	This adjective followed the rules of numeral adjective and its function.
240	My bedroom has <u>two</u> window and <u>one</u> door.	AAF	The student should add suffix <i>-s</i> after <i>window</i> .
241	My class has <u>twenty five</u> table.	AAF	The student should add suffix <i>-s</i> after <i>table</i> .
242	the is <u>four</u> lamp, clock, window, door, floor waith, wall wait, are blackboard are broom, are book, pencil, ruler, bag, eraser, and chair.	AAF	The student should add suffix <i>-s</i> after <i>lamp</i> .
243	There is <u>some</u> type flowers.	AAF	The student should add suffix <i>-s</i> after <i>type</i> and add <i>of</i> before flowers because type and flowers are noun.
244	There is also <u>some</u> tree.	AAF	The student should add suffix <i>-s</i> after <i>tree</i> .
245	My garden is not very big but it has <u>many</u> plants.	AAF	This adjective followed the rules of numeral adjective and its function.
246	There ae <u>many</u> seller.	AAF	The student should add suffix <i>-s</i> after <i>seller</i> .
247	<u>Some</u> seller use bycycle to sell.	AAF	The student should add suffix <i>-s</i> after <i>seller</i> .
248	thre are <u>some</u> stores.	AAF	This adjective followed the rules of numeral adjective and its function.
249	<u>Many</u> person sell vegetable, fruit, new cloth and delicious_food.	AAF	The student should change the noun with <i>people</i> because the noun should be plural.

250	There are <u>many</u> chairs and old tables.	AAF	This adjective followed the rules of numeral adjective and its function.
251	There are <u>many</u> books, example english book, dictionary, math book, Arabic book and Al-Qur'an.	AAF	This adjective followed the rules of numeral adjective and its function.
252	In class our the lamp that has <u>four</u> .	PAF	the student should change <i>that</i> into <i>those</i> and put before noun. The predicate should be used <i>have</i> . The lamp should use plural noun by adding suffix <i>-s</i> into <i>in our class, those lamps have four</i> .
253	My house has <u>some</u> rooms.	AAF	This adjective followed the rules of numeral adjective and its function.
256	They are a living room, <u>three</u> bedrooms, a kitchen, a bathroom, a kitchen, and a bathroom.	AAF	This adjective followed the rules of numeral adjective and its function.
257	Hav chair in <u>many</u> park.	AAF	The student should add suffix <i>-s</i> after <i>park</i> .
258	my house has <u>three</u> bed.	AAF	The student should add suffix <i>-s</i> after <i>bed</i> .
259	My has <u>two</u> bathroom.	AAF	The student should use add suffix <i>-s</i> after <i>bathroom</i> .
260	his house has <u>many</u> rooms.	AAF	This adjective followed the rules of numeral adjective and its function.
261	They are <u>five</u> big bedrooms, <u>three</u> bathrooms, <u>one</u> kitchen, <u>one</u> dining room and wide living room.	AAF	These adjectives followed the rules of numeral adjective and its function.
262	<u>many</u> flowers there.	AAF	This adjective followed the rules of numeral adjective and its function.
263	In the living room has <u>two</u> table and <u>four</u> sofa.	AAF	The student should add suffix <i>-s</i> after <i>table</i> and <i>sofa</i> .
264	<u>many</u> beautiful pictures there.	AAF	This adjective followed the rules of numeral adjective and its function.
265	He also has <u>some</u> bedroom, <u>some</u> bathroom, kitchen room and cute dining room.	AAF	The student should add suffix <i>-s</i> after <i>bedroom</i> and <i>bathroom</i> .
266	In class i has <u>twenty five</u> table and <u>twenty five</u> chair.	AAF	The student should add suffix <i>-s</i> after <i>table</i> and <i>chair</i> .
267	In class i also has <u>many</u> decorate.	AAF	The student should add suffix <i>-s</i> after <i>decoorate</i> .
268	My school have <u>many</u> rooms.	AAF	This adjective followed the rules of numeral adjective and its function.
269	Computer room have <u>nine</u> tables small and <u>nine</u> desks.	AAF	This adjective followed the rules of numeral adjective and its function.
270	Coputer room have <u>six</u> big window and <u>one</u> door.	AAF	The student should add suffix <i>-s</i> after <i>window</i> .
271	Mr. Andika house has <u>some</u> is house.	AAF	The student should delete the

			predicate <i>is</i> and add suffix <i>-s</i> after <i>house</i> .
272	<u>Three</u> bedrooms, a kitchen, a bathroom and a dining room.	AAF	This adjective followed the rules of numeral adjective and its function.
273	I have a table and <u>five</u> chairs in my living room.	AAF	This adjective followed the rules of numeral adjective and its function.
274	Room this has <u>many</u> computers.	AAF	This adjective followed the rules of numeral adjective and its function.
275	room That has <u>some</u> chairs and table.	AAF	This adjective followed the rules of numeral adjective and its function.
276	Front computer room has <u>some</u> flowers.	AAF	This adjective followed the rules of numeral adjective and its function.
277	My school has <u>six</u> class.	AAF	The student should add suffix <i>-es</i> after <i>class</i> .
278	In a library has there is <u>some</u> books.	AAF	This adjective followed the rules of numeral adjective and its function.
279	School this enough vast, and to <u>6</u> classroom.	AAF	The student should add suffix <i>-s</i> after <i>classroom</i> .
280	In there to a principal, teacher room, mosque, laboratory, computer room, office room, <u>1</u> toilet, library room, park place.	AAF	This adjective followed the rules of numeral adjective and its function.
281	and in there to <u>1</u> canteen for students and teacher to buy a eat and a drink.	AAF	This adjective followed the rules of numeral adjective and its function.

Notes:

1. AAF: Attributive Adjective Function
2. PAF: Predicative Adjective Function

## Appendix 10

**Table 24**  
**The Details of Number of Occurences and Types of Adjective Percentages**

Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
AOAP	<u>Simple</u> house	0	1	0	0	0	0	1
	I have house.	0	0	0	0	0	0	0
	It is <u>simple</u> but i like <u>my</u> house.	0	1	0	1	0	0	2
	<u>My</u> house behind the mosque.	0	0	0	1	0	0	1
	In the back <u>big</u> farm.	0	1	0	0	0	0	1
	In front <u>my</u> friend house.	0	0	0	1	0	0	1
	I have <u>two</u> bedrooms, <u>one</u> bathroom, a kichen and a <u>small</u> living room.	0	1	0	0	0	2	3
	<u>My</u> bedroom is <u>white</u> .	0	1	0	1	0	0	2
	<u>This</u> bedroom has a <u>strong</u> bed, <u>one</u> <u>brown</u> cupboard.	1	2	0	0	0	1	4
	I don't have study table.	0	0	0	0	0	0	0
	I study in <u>my</u> living room.	0	0	0	1	0	0	1
	It is <u>comfortable</u> room to study.	0	1	0	0	0	0	1
	I love <u>my</u> bedroom so much.	0	0	0	1	0	0	1
	<b>Total Per Text</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>18</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
AP	<u>My</u> House	0	0	0	1	0	0	1
	I have a house, <u>my</u> house is in a village marga agung.	0	0	0	1	0	0	1
	It is not <u>big</u> but <u>beautiful</u> .	0	2	0	0	0	0	2
	There is a <u>small</u> garden in front.	0	1	0	0	0	0	1
	<u>My</u> house has <u>some</u> rooms.	0	0	0	1	0	1	2
	They are a living room, <u>four</u> bedroom, a kichen, a study room, adn dining room.	0	0	0	0	0	1	1
	I have a table and <u>three</u> chairs in <u>my</u> living room.	0	0	0	1	0	1	2
	I also have a television set in it.	0	0	0	0	0	0	0
	<u>my</u> baad room is <u>small</u> but <u>nice</u> .	0	2	0	1	0	0	3
	I have <u>smal</u> dsk a chair and a shef in it.	0	1	0	0	0	0	1
	three are <u>a lot of</u> books in the helf.	0	0	0	0	0	1	1
	I like <u>my</u> house very much.	0	0	0	1	0	0	1
	<b>Total Per Text</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>16</b>

Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
DKY	Library in school	0	0	0	0	0	0	0
	In the school has <u>many</u> rooms.	0	0	0	0	0	1	1
	The <u>one</u> from all is library.	0	0	0	0	0	1	1
	It near with office to teacher.	0	0	0	0	0	0	0
	<u>Its</u> room is cream and chocolate.	0	0	0	1	0	0	1
	In libraray there are <u>much</u> books.	0	0	0	0	0	1	1
	Example, math book, religion book, <u>english</u> book, sport book and art book.	0	0	0	0	0	0	1
	I like read it all.	0	0	0	0	0	0	0
	There are also have a sofa and <u>some soft</u> carpet to sit.	0	1	0	0	0	1	2
	We see <u>many</u> shelf book there.	0	0	0	0	0	1	1
	its shelf is <u>tidy</u> .	0	1	0	0	0	0	1
	In library is very <u>comfortble</u> and <u>cold</u> .	0	2	0	0	0	0	2
	I like it.	0	0	0	0	0	0	0
	<b>Total Per Text</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>10</b>
	<b>Text</b>	<b>Type of Adjective</b>						<b>Total</b>
		<b>Dem</b>	<b>Des</b>	<b>Dis</b>	<b>Pos</b>	<b>Pro</b>	<b>Num</b>	
DGP	<u>My</u> school	0	0	0	1	0	0	1
	I study in MTS Al-Hidayah, marga agung.	0	0	0	0	0	0	0
	<u>My</u> school is behind the <u>beautiful</u> mosque.	0	1	0	1	0	0	2
	<u>My</u> school has <u>comfortable</u> library.	0	1	0	1	0	0	2
	We can read theare.	0	0	0	0	0	0	0
	it also have <u>one</u> office for teachers.	0	0	0	0	0	1	1
	There is <u>one</u> canteen to buy <u>yummy</u> food.	0	1	0	0	0	1	2
	School also have <u>small</u> laboratory, <u>much</u> classrooms and yard in the back.	0	1	0	0	0	1	2
	I like <u>my</u> school.	0	0	0	1	0	0	1
	<b>Total Per Text</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>11</b>
<b>Code</b>	<b>Text</b>	<b>Type of Adjective</b>						<b>Total</b>
		<b>Dem</b>	<b>Des</b>	<b>Dis</b>	<b>Pos</b>	<b>Pro</b>	<b>Num</b>	
DAP	<u>My</u> House Is <u>Simple</u>	0	1	0	1	0	0	2
	I have a house.	0	0	0	0	0	0	0
	<u>My</u> house is in a village.	0	0	0	1	0	0	1
	It is not <u>big</u> but <u>beautiful</u> .	0	2	0	0	0	0	2
	<u>My</u> house has <u>some</u> rooms.	0	0	0	1	0	1	2
	They are a living room, <u>two</u> bedrooms, a kitchen, a bathroom and a dining room.	0	0	0	0	0	1	1

	I have a television in living room.	0	0	0	0	0	0	0
	There is aslo have a cat.	0	0	0	0	0	0	0
	<u>My</u> house is <u>clean</u> .	0	1	0	1	0	0	2
	I very <u>pleasant</u> with a <u>my</u> house	0	1	0	1	0	0	2
	I have <u>four</u> chairs and a table in living room.	0	0	0	0	0	1	1
	<u>My</u> bedroom is <u>small</u> but <u>nice</u> .	0	2	0	1	0	0	3
	I like <u>my</u> house very much	0	0	0	1	0	0	1
	<b>Total Per Text</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>17</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
ENA	<u>My pink</u> bedroom	0	1	0	1	0	0	2
	I am Elsi.	0	0	0	0	0	0	0
	I live with <u>my</u> parent.	0	0	0	1	0	0	1
	In house has <u>much</u> rooms.	0	0	0	0	0	1	1
	I have <u>faforite</u> room.	0	1	0	0	0	0	1
	That is <u>may</u> bedroom.	0	0	0	1	0	0	1
	<u>Its</u> coloris <u>pink</u> .	0	1	0	1	0	0	2
	I love <u>pink</u> .	0	1	0	0	0	0	1
	<u>My</u> bed has picture flower <u>pink</u> .	0	1	0	1	0	0	2
	<u>This</u> bedroom has <u>many</u> <u>cute</u> photo.	1	1	0	0	0	1	3
	I have <u>pink</u> doll there.	0	1	0	0	0	0	1
	Beside <u>that</u> bed is cupboard.	1	0	0	0	0	0	1
	It color is <u>purpel</u> .	0	1	0	0	0	0	1
	I <u>less</u> like it.	0	0	0	0	0	1	1
	front <u>my</u> bedroom is living room.	0	0	0	1	0	0	1
	<u>My</u> bedroom has <u>two</u> window and <u>one</u> door.	0	0	0	1	0	2	3
	I like <u>my pink</u> room so much.	0	1	0	1	0	0	2
	<b>Total Per Text</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>5</b>	<b>24</b>
	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
ES	Classroom	0	0	0	0	0	0	0
	<u>My</u> class is infront the laboratory.	0	0	0	1	0	0	1
	class we enough <u>big</u> .	0	1	0	0	0	0	1
	<u>My</u> class has <u>twenty five</u> table.	0	0	0	1	0	1	2
	the is <u>four</u> lamp, clock, window, door, floor <u>waith</u> , wall <u>wait</u> , are blackboard are broom, are book, pencil, ruler, bag, eraser, and chair.	0	2	0	0	0	1	3
	I have a class at flower and rack shoe, cupboard are bath room, laborati room, encres scool.	0	0	0	0	0	0	0
	School <u>my</u> in blok C <sup>2</sup> lampung selatan	0	0	0	1	0	0	1

	<b>Total Per Text</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>8</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
FEN	<u>My</u> garden	0	0	0	1	0	0	1
	I live in village.	0	0	0	0	0	0	0
	It is very <u>comfortable</u> .	0	1	0	0	0	0	1
	In back <u>my</u> house i have a <u>beautiful</u> garden.	0	1	0	1	0	0	2
	There is <u>some</u> type flowers.	0	0	0	0	0	1	1
	The color flowers are <u>white</u> , <u>red</u> , <u>orange</u> , <u>yellow</u> and <u>pink</u> .	0	5	0	0	0	0	5
	There is also <u>some</u> tree.	0	0	0	0	0	1	1
	The tree is <u>high</u> .	0	1	0	0	0	0	1
	Example coconut tree, guava tree and banana tree.	0	0	0	0	0	0	0
	Sometimes i eat the banana and guava from three.	0	0	0	0	0	0	0
	<u>My</u> garden is not very <u>big</u> very big but it has <u>many</u> plants.	0	1	0	1	0	1	3
	<b>Total Per Text</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>15</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
IS	Canteen	0	0	0	0	0	0	0
	<u>My</u> favorite friend is eat.	0	1	0	1	0	0	2
	he like so much.	0	0	0	0	0	0	0
	He always go to canteen in <u>our</u> school.	0	0	0	1	0	0	1
	<u>His</u> name pratama.	0	0	0	1	0	0	1
	<u>Our</u> canteen behind <u>our</u> school.	0	0	0	2	0	0	2
	Back canteen is <u>small</u> garden.	0	1	0	0	0	0	1
	There ae <u>many</u> seller.	0	0	0	0	0	1	1
	Sell food, snacks and <u>cold</u> drinks.	0	1	0	0	0	0	1
	<u>Some</u> seller use bycycle to sell.	0	0	0	0	0	1	1
	In canteen has <u>cold</u> reffigerator.	0	1	0	0	0	0	1
	Also we can buy <u>hot</u> drink.	0	1	0	0	0	0	1
	<u>Every</u> student and teacher eat there.	0	0	1	0	0	0	1
	we buy together and eat together.	0	0	0	0	0	0	0
	<b>Total Per Text</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>13</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
MA	A <u>Small</u> market	0	1	0	0	0	0	1
	In <u>my</u> village has a market.	0	0	0	1	0	0	1
	It is <u>small</u> .	0	1	0	0	0	0	1
	<u>Its</u> position is near with school there.	0	0	0	1	0	0	1
	it is bihind <u>my</u> house.	0	0	0	1	0	0	1
	thre are <u>some</u> stores.	0	0	0	0	0	1	1
	there are <u>crowded</u> .	0	1	0	0	0	0	1

	<u>Many</u> person sell vegetable, fruit, <u>new</u> cloth and <u>delicious</u> food.	0	2	0	0	0	1	3
	We can buy all there.	0	0	0	0	0	0	0
	for example buy to eat, buy to drink and buy to wear.	0	0	0	0	0	0	0
	<u>My</u> mother always go to market to buy something everyday.	0	0	0	1	0	0	1
	<b>Total Per Text</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>11</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
MHN	<u>My</u> classroom is <u>simpel</u>	0	1	0	1	0	0	2
	<u>My</u> name is haqin.	0	0	0	1	0	0	1
	I school in MTS Al-Hidayah.	0	0	0	0	0	0	0
	<u>My</u> class is VII B.	0	0	0	1	0	0	1
	It is not <u>big</u> but also not <u>small</u> .	0	2	0	0	0	0	2
	There are <u>many</u> chairs and <u>old</u> tables.	0	1	0	0	0	1	2
	<u>My</u> class is <u>clean</u> .	0	1	0	1	0	0	2
	<u>Every</u> student sweep the <u>dirty</u> floor.	0	1	1	0	0	0	2
	<u>My</u> classroom has shelf in front.	0	0	0	1	0	0	1
	There are <u>many</u> books, example <u>english</u> book, dictionary, math book, <u>Arabic</u> book and Al-Qur'an.	0	0	0	0	2	1	3
	In class also has o'clock on the top, whiteboard, table and chair for teacher.	0	0	0	0	0	0	0
	I like study in <u>my</u> classroom.	0	0	0	1	0	0	1
	<b>Total Per Text</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>17</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
MS	Classroom	0	0	0	0	0	0	0
	Classroom I <u>clean</u> and <u>crumbly</u> .	0	2	0	0	0	0	2
	<u>My</u> class in front the laboratry.	0	0	0	1	0	0	1
	Class has blackboard and <u>long</u> tables, watch, and has window in front of space classroom.	0	1	0	0	0	0	1
	I there is rack shoes.	0	0	0	0	0	0	0
	the class room is <u>bautiful</u> .	0	1	0	0	0	0	1
	In class <u>our</u> the lamp <u>that</u> has <u>four</u> .	1	0	0	1	0	1	2
	<b>Total Per Text</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>8</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
NLIS	<u>My</u> house	0	0	0	1	0	0	1
	I have a house.	0	0	0	0	0	0	0



	My house is in a village <u>that</u> village Marga Agung Blok E.	1	0	0	1	0	0	2
	My house has <u>some</u> rooms.	0	0	0	1	0	1	2
	They are a living room, <u>three</u> bedrooms, a kitchen, a bathroom, a kitchen, and a bathroom.	0	0	0	0	0	1	1
	I have a table and chairs in <u>my</u> living room.	0	0	0	1	0	0	1
	I also have a television set in it.	0	0	0	0	0	0	0
	<u>my</u> bedroom is <u>small</u> but <u>nize</u> .	0	2	0	1	0	0	3
	I have study table and a chair and a books in study table.	0	0	0	0	0	0	0
	In back <u>my</u> house to a garden and to fish pond <u>small</u> i before <u>my</u> house.	0	1	0	2	0	0	3
	I like <u>my</u> house very much.	0	0	0	1	0	0	1
	<b>Total Per Text</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>2</b>	<b>14</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
ONFY	My Park	0	0	0	1	0	0	1
	This park is <u>wide</u> and the flowers are <u>colorful</u> .	1	2	0	0	0	0	3
	I do too.	0	0	0	0	0	0	0
	This is a <u>wonderful</u> park.	0	1	0	0	0	0	1
	the flower are <u>colorful</u> .	0	1	0	0	0	0	1
	There are have butter flies.	0	0	0	0	0	0	0
	the butter flies are <u>pretty</u> .	0	1	0	0	0	0	1
	The are <u>grabage</u> cans.	0	0	0	0	0	0	0
	We can keep <u>this</u> park <u>clean</u> .	1	1	0	0	0	0	2
	Hav chair in <u>many</u> park.	0	0	0	0	0	1	1
	the park is <u>beautiful</u> .	0	1	0	0	0	0	1
	<b>Total Per Text</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>11</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
PA	<u>my</u> house	0	0	0	1	0	0	1
	I have a house.	0	0	0	0	0	0	0
	My house in Desa marga agung.	0	0	0	1	0	0	1
	My house <u>rud</u> , <u>green</u> and <u>blue</u> .	0	3	0	1	0	0	4
	<u>my</u> house has <u>three</u> bed.	0	0	0	1	0	1	2
	My has ketchen and bathroom.	0	0	0	1	0	0	1
	My has <u>two</u> batroom.	0	0	0	1	0	1	2
	My house has flower and very <u>beatiful</u> .	0	1	0	1	0	0	2
	and has flower very <u>beautiful</u> .	0	1	0	0	0	0	1
	<b>Total Per Text</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>14</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
QA	<u>Big</u> house	0	1	0	0	0	0	1
	I have uncle.	0	0	0	0	0	0	0

	name is adam.	0	0	0	0	0	0	0
	He have a <u>big</u> house.	0	1	0	0	0	0	1
	<u>His</u> house in blok c.	0	0	0	1	0	0	1
	<u>his</u> house has <u>many</u> rooms.	0	0	0	1	0	1	2
	They are <u>five</u> <u>big</u> bedrooms, <u>three</u> bathrooms, <u>one</u> kitchen, <u>one</u> dining room and <u>wide</u> living room.	0	2	0	0	0	4	6
	<u>Every</u> room has difference colour.	0	0	1	0	0	0	1
	bedroom is <u>green</u> , kitchen is <u>brown</u> , dining room and living room is <u>white</u> .	0	3	0	0	0	0	4
	<u>This</u> house also has <u>beautiful</u> garden.	1	1	0	0	0	0	2
	<u>many</u> flowers there.	0	0	0	0	0	1	1
	I like play to <u>my</u> uncle house.	0	0	0	1	0	0	1
	<b>Total Per Text</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>19</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
RVM	<u>My</u> School Is <u>Beautiful</u>	0	1	0	1	0	0	2
	<u>My</u> name is Rahma.	0	0	0	1	0	0	1
	I a girl student on MTs Al-Hidayah.	0	0	0	0	0	0	0
	<u>My</u> school is on street blok c II, marga agung.	0	0	0	1	0	0	1
	School <u>this</u> very vast.	1	1	0	0	0	0	2
	There is a headmaster, teacher, mosque, room laboratory, room computer, library, parking, area bathroom etc.	0	0	0	0	0	0	0
	We school coloured <u>greet</u> .	0	1	0	0	0	0	1
	before room laboratory is a yard.	0	0	0	0	0	0	0
	<b>Total Per Text</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>7</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
RR	Mr tono house	0	0	0	0	0	0	0
	Mr tono house is in marga agung.	0	0	0	0	0	0	0
	He is <u>my</u> good neighbor.	0	1	0	1	0	0	2
	<u>His</u> house behind me, <u>his</u> house is <u>big</u> .	0	1	0	2	0	0	3
	There is <u>small</u> yard in front.	0	1	0	0	0	0	1
	<u>His</u> house is <u>white</u> .	0	1	0	1	0	0	2
	There is <u>big</u> living room.	0	1	0	0	0	0	1
	In the living room has <u>two</u> table and <u>four</u> sofa.	0	0	0	0	0	2	2
	He has <u>nice</u> television in there.	0	1	0	0	0	0	1
	<u>many</u> <u>beautiful</u> pictures there.	0	1	0	0	0	1	2
	Mr Tono like picture.	0	0	0	0	0	0	0

	He also has <u>some</u> bedroom, <u>some</u> bathroom, kitchen room and <u>cute</u> dining room.	0	1	0	0	0	2	3
	I already see it.	0	0	0	0	0	0	0
	<b>Total Per Text</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>17</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
RNL	<u>My</u> classroom	0	0	0	1	0	0	1
	I have a class.	0	0	0	0	0	0	0
	Class i very <u>clean</u> and <u>crumbly</u> .	0	2	0	0	0	0	2
	In class i has <u>twenty five</u> table and <u>twenty five</u> chair.	0	0	0	0	0	2	2
	In class i also has <u>many</u> decorate.	0	0	0	0	0	1	1
	Wall class we coloured <u>yellow</u> , <u>dirty</u> floor and no very <u>big</u> .	0	3	0	0	0	0	3
	And in lass we also has blackboard and teacher table.	0	0	0	0	0	0	0
	And also has o'clock wall and books and lamp and door and window.	0	0	0	0	0	0	0
	<b>Total Per Text</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>9</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
TPP	Computer room	0	0	0	0	0	0	0
	<u>My</u> name is Tegar.	0	0	0	1	0	0	1
	<u>My</u> school in <u>my</u> village.	0	0	0	2	0	0	2
	<u>My</u> school have <u>many</u> rooms.	0	0	0	1	0	1	2
	I like the computer room in the school.	0	0	0	0	0	0	0
	Computer room have <u>nine</u> tables <u>small</u> and <u>nine</u> desks.	0	1	0	0	0	2	3
	Computer teacher always ask we for practive there.	0	0	0	0	0	0	0
	computer room is front <u>my</u> classroom.	0	0	0	1	0	0	1
	Near with park area.	0	0	0	0	0	0	0
	Coputer room have <u>six</u> <u>big</u> window and <u>one</u> door.	0	1	0	0	0	2	3
	Paint computer room is cream.	0	0	0	0	0	0	0
	It is <u>my</u> <u>favorite</u> room in school.	0	1	0	1	0	0	2
	<b>Total Per Text</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>5</b>	<b>14</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
TM	Mr. Andika <u>Modern</u> House	0	1	0	0	0	0	1
	Mr. Andika house has <u>some</u> is house.	0	0	0	0	0	1	1
	He has a <u>modern</u> house.	0	1	0	0	0	0	1
	<u>Three</u> bedrooms, a kitcen, a bethroom and a dining room.	0	0	0	0	0	1	1

	I have a table and <u>five</u> chairs in <u>my</u> living room.	0	0	0	1	0	1	2
	At garden back be swimming pool and be at garden beside swimming pool.	0	0	0	0	0	0	0
	And mr. Andika house has a garage car area, mr andika place car's <u>antique</u> .	0	1	0	0	0	0	1
	<b>Total Per Text</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>7</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
TSJ	<u>Funny</u> computer room	0	1	0	0	0	0	1
	I like <u>play</u> computer.	0	0	0	0	0	0	0
	In <u>my</u> school there is computer room.	0	0	0	1	0	0	1
	Room <u>this</u> has <u>many</u> computers.	1	0	0	0	0	1	2
	Sometimes We go to computer room for practice.	0	0	0	0	0	0	0
	Computers has <u>black</u> and <u>whit</u> color.	0	2	0	0	0	0	2
	room <u>That</u> has <u>some</u> chairs and table.	1	0	0	0	0	1	2
	Color chair and tabel is <u>brown</u> .	0	1	0	0	0	0	1
	Front coputer room has <u>some</u> flowers.	0	0	0	0	0	1	1
	Floor in computer room is <u>clean</u> .	0	1	0	0	0	0	1
	there I am <u>comfrotable</u> .	0	1	0	0	0	0	1
	<b>Total Per Text</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>12</b>
Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
VF	<u>My</u> school	0	0	0	1	0	0	1
	<u>My</u> school is <u>beautiful</u> .	0	1	0	1	0	0	2
	It is not <u>big</u> but <u>clean</u> .	0	2	0	0	0	0	2
	<u>His</u> school is on village marga agung blok c 1.	0	0	0	1	0	0	1
	<u>My</u> school has <u>six</u> class.	0	0	0	1	0	1	2
	<u>My</u> class is <u>small</u> but <u>nice</u> .	0	2	0	1	0	0	3
	In <u>my</u> class have <u>small</u> desk, chair, blackboard and others.	0	1	0	1	0	0	2
	There is a <u>small</u> yard behind it office and laboratory side bathroom.	0	1	0	0	0	0	1
	In a class there are flowers.	0	0	0	0	0	0	0
	It verry <u>beautiful</u> .	0	1	0	0	0	0	1
	There are canteen, UKS, and library.	0	0	0	0	0	0	0
	In a library has there is <u>some</u> books.	0	0	0	0	0	1	1
	<b>Total Per Text</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>16</b>

Code	Text	Type of Adjective						Total
		Dem	Des	Dis	Pos	Pro	Num	
WP	<u>My simple</u> school	0	1	0	1	0	0	2
	<u>My</u> name is wenning.	0	0	0	1	0	0	1
	I am a students in mts al-hidayah.	0	0	0	0	0	0	0
	<u>My</u> school is on in course marga agung blok c 2.	0	0	0	1	0	0	1
	School <u>this</u> enough <u>vast</u> , and to <u>6</u> lassroom.	1	1	0	0	0	1	3
	In there to a principal, teacher room, mosque, laboratory, computer room, office room, <u>1</u> toilet, library room, park place.	0	0	0	0	0	1	1
	and in there to <u>1</u> canteen for students and teacher to buy a eat and a drink.	0	0	0	0	0	1	1
	<u>My</u> school to have square <u>vast</u> .	0	1	0	1	0	0	0
	<b>Total Per Text</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>11</b>
<b>Total of Whole Text</b>		<b>12</b>	<b>132</b>	<b>3</b>	<b>100</b>	<b>2</b>	<b>70</b>	<b>319</b>
<b>Percentage (%)</b>		<b>3.76 %</b>	<b>41.3 8%</b>	<b>0.94 %</b>	<b>31.3 5%</b>	<b>0.63 %</b>	<b>21.94 %</b>	<b>100 %</b>

